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ABSTRACT

This report summarizes the Texas Assessment of Basic Skills (TABS) results for 1984. TABS assesses student achievement in mathematics, reading, and writing, including composition. The criterion-referenced tests are based on stated learning objectives and are administered annually to Texas students in grades 3, 5, 9, 10, 11, and 12. Grade 3 results are reported for 1981-1984; Grades 5 and 9 for 1980-1984. Tenth grade performance is shown for 1981-1984; eleventh grade performance is shown for 1982-1984; and twelfth grade data are reported for 1983-1984. Student performance information is reported in terms of the percentages of students mastering the objectives, the exit level tests, and attaining particular ratings for written composition. Tables of 1984 statewide and regional results are given for each grade. Total numbers of students tested and ethnic percentages for the state and the 20 educational service center regions are also given. Appendices contain: (1) basic skills objectives for each grade and exit level; (2) written composition generic scoring guide; (3) mastery results by ethnic group, sex, and program participation (Chapter 1, Chapter 1 Migrant, Limited English Proficiency, Bilingual/English as a Second Language, Special Education Programs, and State Gifted and Talented Program) for each grade; (4) summary reports for first-time tested and retested students, grades 9 through 12; and (5) summary reports for limited English proficient and non-limited English proficient students for each grade. (BS)

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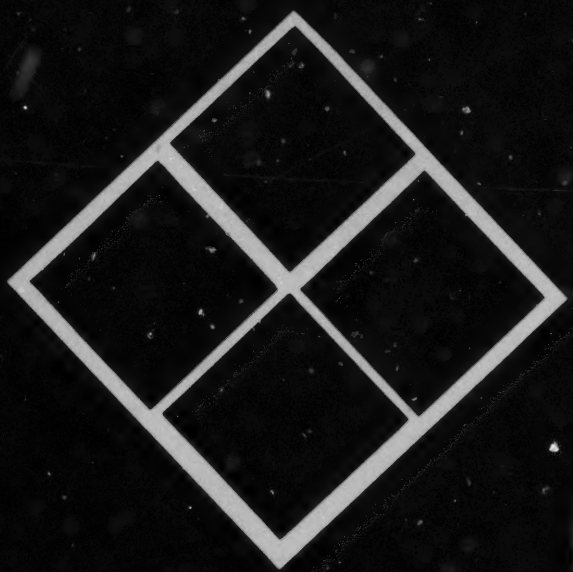

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# Texas Assessment of Basic Skills
# Statewide and Regional Results
# As Reported by the Commissioner of Education

Submitted to the Governor, Lt. Governor
and
The Sixty-Ninth Legislature

State Board of Education

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**and**
**The Sixty-Ninth Legislature**

**Texas Education Code [§16.176(e)]**
**[Now Chapter 21, Subchapter O]**

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November 1984

**Texas Education Agency**

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

November 10, 1984

TO THE HONORABLE GOVERNOR OF TEXAS, LT. GOVERNOR, AND
MEMBERS OF THE SIXTY-NINTH LEGISLATURE:

As required by Section 16.176 (e) of the Texas Education Code, the enclosed report, "Texas Assessment of Basic Skills Statewide and Regional Results," is respectfully submitted for your consideration. This report was approved by the State Board of Education at its regular meeting on November 10, 1984.

The results of Grade 3 assessment testing are reported for four years, 1981-1984. For fifth grade and exit level testing, results are reported for a five year period, 1980-1984. Comparisons of testing results for each year since the Texas Assessment of Basic Skills program was initiated show strong and consistent improvement in student performance in mathematics and reading for all grades tested. Performance trends for writing comparable to those for mathematics and reading are not evident.

The writing performance of students has tended to vary from year to year for all grades although subjective evidence indicates that the writing skills of students have shown improvement. Year to year variations in writing scores are attributed to changes in the types of writing that students have been required to produce and difficulties encountered in standardizing hand scoring guidelines for the different types of writing. Additionally, scoring standards for written compositions were raised by instruction of the State Board of Education in 1984. This action was taken because more than 90 percent of the students met minimal standards for satisfactory performance on the written composition in 1983.

Significant trends shown by the assessment testing results are:

- Overall performance levels for students in Grades 3, 5, and 9 in mathematics and reading have risen each year since assessment testing has been conducted with 1984 levels being the highest yet attained.
- The rate of improvement in test scores and the total four-year gains made by black and Hispanic students in mathematics and reading have exceeded those made by white students.
- Improvement of student performance in the more complex skills, where performance was initially relatively low, has been greater than in the more basic skills where initial performance was relatively high.

In 1984, 82 percent of the ninth grade students mastered the mathematics test and 86 percent mastered the reading test. Of the students in Grade 10 who were required to retest in 1984, 52 percent mastered the mathematics test and 60 percent mastered the reading test. The overall high performance levels attained on the exit level tests by ninth graders in 1984 and the relatively high percentages of 10th graders to attain mastery of the tests during the first mandatory retesting cycle attest to the effectiveness of both preparatory and remedial instruction in the basic skills being offered in the Texas public schools.

W. N. Kirby

Interim Commissioner of Education

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# SECTION I

## OVERVIEW

The Texas Assessment of Basic Skills (TABS) is an annual assessment of student achievement in mathematics, reading, and writing, including composition. Its purpose is to determine student mastery of minimum competencies so that districts may implement appropriate compensatory instructional services for students. In addition, TABS provides information for use by educational policy makers, administrators, and instructional personnel in improving student achievement levels in these three curriculum areas. During the month of February 1984, criterion-referenced tests based upon learner objectives considered to be essential competencies for all Texas students were administered to students in Grades 3, 5, 9, 10, 11, and 12.

The numbers of students tested in each grade since the TABS program was initiated in 1980 are as follows:

**NUMBER OF STUDENTS TESTED IN THE TEXAS ASSESSMENT OF BASIC SKILLS PROGRAM**

| | 1980 | 1981 | 1982 | 1983 | 1984 | Totals |
|---|---|---|---|---|---|---|
| Grade 3 | Not Tested | 223,007 | 221,652 | 220,987 | 224,706 | 890,352 |
| Grade 5 | 214,919 | 224,910 | 236,764 | 227,526 | 221,691 | 1,125,810 |
| Grade 9 | 218,601 | 207,816 | 209,154 | 217,508 | 226,195 | 1,079,274 |
| Grade 10 | Not Tested | 73,270 | 53,095 | 54,715 | 56,904 | 237,984 |
| Grade 11 | Not Tested | Not Tested | 26,955 | 25,236 | 36,596 | 88,787 |
| Grade 12 | Not Tested | Not Tested | Not Tested | 15,508 | 26,452 | 41,960 |
| Totals | 433,520 | 729,003 | 747,620 | 761,480 | 792,544 | |

Grand Total 3,464,167

### Background

The 66th Texas Legislature (1979) passed Senate Bill 350 which amended Section 16.176 of the Texas Education Code to provide compensatory instructional services for educationally disadvantaged children. The Texas Education Agency was directed to adopt and administer appropriate criterion-referenced assessment instruments designed to assess basic skills in mathematics, reading, and writing for all students in Grades 3, 5, and 9. House Bill 723, passed by the 68th Legislature in 1983, further required that students who fail to demonstrate mastery of the exit level competencies in the ninth grade "shall retake the assessment instrument each year the assessment instrument is administered." Students with a physical or mental impairment or a learning disability may be exempted from taking the tests.

To carry out the law, committees of Texas educators including teachers, principals, curriculum specialists, education service center staff members, and university professors were convened in Austin to work with the Texas Education Agency in reviewing and refining previously developed essential objectives and measurement specifications for reading and mathematics. A committee of Texas Education Agency and school district specialists from across the state was formed to identify essential objectives for writing and to develop appropriate measurement specifications. Criterion-referenced tests for Grade 5 and exit level* were completed in the fall of 1979 and the first annual cycle of assessment testing was conducted in February and March of 1980. Criterion-referenced tests for Grade 3 were completed in 1980 and administered for the first time in 1981. The fifth assessment cycle was conducted in February of 1984 and the results are presented in this report.

* The term "exit level" is used to describe the tests taken by students in the ninth grade and later. The law requires that these tests be designed to measure minimum competencies expected to be mastered by high school graduates but that the tests must be administered initially to students in the ninth grade.

## Basic Skills Objectives

The objectives measured by the Texas Assessment of Basic Skills tests were adopted by the State Board of Education. They represent a relatively small portion of the many skills students should acquire during their years in the Texas public schools. The objectives were identified for measurement with careful consideration of the mandated requirement to assess "minimum basic skills competencies." Twenty-six objectives were tested at the third grade, 32 at the fifth grade, and 31 at the exit level. The objectives measured for each level and subject are presented in Appendix A. Several of the objectives are paraphrased and/or abbreviated on the tables and figures in this report.

## The Measurement Instruments

The criterion-referenced tests contain items that measure objectives that students are expected to have mastered. For mathematics, reading, and writing mechanics (capitalization, punctuation, spelling, and construction), each TABS objective is measured by four multiple-choice test items. In addition, the writing test for each grade requires students to produce a written composition. These compositions are used to measure the following objectives in the grades indicated:

- Grade 3—respond appropriately to the topic specified in the stimulus
- Grades 5 and exit level—respond appropriately to purpose and audience in a given writing situation
- Grades 3, 5, and exit level—organize ideas in writing
- Grades 3, 5, and exit level—demonstrate legible handwriting

### Content Validity

The TABS tests are criterion-referenced or objective-based. Test items are keyed to specific learning objectives that are a part of the Texas public school curriculum. It is important to understand that the TABS tests measure minimum competencies in the basic skills and that the tests are not designed to discriminate between very high and very low achieving students but are designed to determine whether a student has mastered specific skills. Therefore, an extremely important criterion for selection of the TABS test items is content validity, which refers to the degree to which the test items measure the objectives. Content validity is determined by advisory groups composed of school district curriculum content specialists and teachers, contractor personnel/consultants, and Texas Education Agency curriculum and assessment staff members.

### Reliability

Reliability generally refers to the stability of measurement by an assessment instrument. An important part of ensuring the reliability of the TABS instruments is the development of tests that are of equal difficulty from year to year. Statistics are collected on each item during field testing and from the actual administration of the TABS tests. These statistics are: Rasch statistics, point-biserial correlations, p-values, and response distributions. Agency staff members examine these statistics to determine whether variations between field test and regular administration for an individual item are small and if overall student performance for an item is consistent from one administration to the next. Scores on each individual item are also compared to overall performance on a particular subtest (e.g., performance on a mathematics item is compared to performance on the total mathematics test for a particular grade). These statistical data permit the development of TABS tests that are of equal difficulty from year to year.

Each year, additional reliability statistics (specifically the Kuder-Richardson 20, which is used to measure the internal consistency of a test) are gathered on the TABS tests. These statistics have been consistently high from year to year, averaging in the 90 range for the mathematics, reading, and writing subtests. Kuder-Richardson 20 statistics for each objective measured by four items have also been consistently high, averaging in the 50 range. The high values obtained on these statistical analyses and their consistency from year to year indicate that the TABS tests can be considered reliable as well as valid measures of student basic skills.

### Test Renewal Procedures

The TABS tests are renewed each year (i.e., approximately 50 percent of the multiple-choice test

items are replaced with new or previously used items). Procedures followed to assure content validity and to develop/maintain tests of equal difficulty are:

1. Professional item writers develop test items to fit specific learning objectives that are held constant from year to year. (Test items have been provided by: Educational Testing Service, Instructional Objectives Exchange, CTB/McGraw-Hill, and Psychological Corporation.)
2. School district advisory groups and Texas Education Agency curriculum and assessment staff members review the items prepared by the professional writers. These reviews are conducted with careful consideration of previously used test items, objective measurement specifications, and the knowledge of previous deliberations concerning item development and test construction.
3. The item writers revise the items as necessary to take into account the recommendations and comments of the advisory groups and guidelines of the Agency staff.
4. The revised items are field tested with adequate samples of students and the resulting data summarized for analysis during item selection. Statistics collected for each item field tested include:
   a. Rasch difficulty values, Rasch fit statistics, and Rasch discrimination statistics (These statistics provide reliable indicators of how a test item will perform when administered as a part of the TABS test.)
   b. Percent of all students participating in the field test answering each item correctly (p-value)
   c. Correlations between how students perform on each item and how they perform on the total test (point-biserial correlations)
   d. Rasch statistics and p-values for both sexes and for three major ethnic groups tested (Items believed to be biased with respect to sex or ethnicity are discarded.)
5. School district advisors and contractor personnel meet with Agency curriculum and assessment staff members to review all available information and identify items that are suitable for use on the TABS tests. Suitability is determined on the basis of content validity, as judged by the advisory group, and by examination of field test statistics.
6. The Agency staff prepares a list of acceptable test items, excluding those judged to have low content validity and those that field testing revealed to be unsound. The goal of the item selection process is to identify four test items for each objective that have an average difficulty equivalent to the average difficulty of those items used on previous years' tests. Rasch statistics, p-values, and point-biserial correlations are considered in this matching process. The State Board of Education reviews the test items selected and adopts those to be used in the TABS tests.

## Security

Security of the Texas Assessment of Basic Skills tests is specified in the Texas Education Code as follows:

> In adopting assessment instruments pursuant to this section, the Central Education Agency and/or a local school district shall insure the security of the instruments in their preparation, administration, and grading. Meetings or portions of meetings held by the Central Education Agency and/or a local school district at which individual assessment instruments or assessment instrument items are discussed or adopted are not open to the public under Chapter 271, Acts of the 60th Legislature, Regular Session 1967, as amended (Article 6217, Vernon's Texas Civil Statutes), and the assessment instruments and items are confidential.

These requirements have been emphasized throughout all phases of test development, renewal, and administration. Detailed instructions for administration and test security are communicated both through workshops and printed materials. A unique number is assigned to each test booklet. Booklets are assigned to schools by this number and counted and recorded prior to shipment. After completion of testing, the schools return both the used and unused test booklets to a central location where they are again counted. Discrepancies, if any, are resolved and the test booklets are destroyed. Superintendents certify that test security has been maintained within each district.

# SECTION II

## Reporting Methodology

This section explains the various aspects of reporting contained in the remainder of the report. Information is provided on objective and test mastery levels, collection of data, and comparison of the assessment results for the five years the TABS tests have been administered. Fifth and ninth grade student performance is reported for each of the five years. Third grade performance is shown for only four years because third graders were not included in the TABS program until 1981. Tenth grade performance is shown for 1981, 1982, 1983, and 1984. Eleventh grade performance is shown for 1982, 1983, and 1984. Twelfth grade performance is shown for 1983 and 1984.

The student performance information is reported in terms of the percentages of students mastering the objectives, the exit level tests, and attaining particular ratings for written composition. The percentage figures shown may not, in all instances, total 100 percent due to rounding.

### Mastery Levels, Mathematics and Reading

At all grade levels tested, a mastery level has been set for each reading and mathematics objective. To master an objective, a student must have answered correctly at least three of the four test items for that objective. The State Board of Education annually reviews mastery criteria for the exit level tests. For both mathematics and reading, students in Grades 9, 10, 11, and 12 met the mastery criterion if they answered correctly at least 30 of the 44 items on each test. Percentages of students who met the mastery criterion established for each test are shown in summary reports for Grades 9, 10, 11, and 12 in Section III.

### Mastery Level, Writing

Eight writing objectives were measured in the third grade. The fifth grade and exit level writing tests measured nine objectives. The first five objectives on the third grade test and the first six objectives on the fifth grade and exit level tests were each measured by four multiple-choice test items. Each was scored in exactly the same way mathematics and reading items were scored, i.e., three of four items must have been correctly answered for mastery of each objective. The last three objectives on each of the writing tests were measured by a written composition that was rated on a 0-4 scale by trained writing scorers. Handwriting was reported as either acceptable, hard to read, illegible or not ratable. Mastery of the handwriting objective was attained by demonstrating legible handwriting. Both "acceptable" and "hard to read" met this criterion.

The written compositions were scored by evaluating each with the primary focus upon the following two objectives for each grade:

- Grade 3—respond appropriately to the topic specified in the stimulus
- Grades 3, 5, and exit level—organize ideas in writing
- Grade 5 and exit level—respond appropriately to purpose and audience in a given writing situation

Each student's paper was read independently by two scorers each of whom assigned a score of 0, 1, 2, 3, or 4. If the two assigned scores did not agree, a third reader scored the paper. If the third score did not match either of the other two, the paper was given to the scoring director for resolution. (Appendix B contains the generic guide used for scoring student written compositions.) A raw score of 2, 3, or 4 is considered mastery of the written composition for all levels. In addition, to determine mastery on the entire exit level writing test the following formula was used:

$$\text{Total Writing Score} = \frac{\text{Multiple-Choice Items Correct}}{3} + 4\left(\text{Written Composition Raw Score}\right)$$

A total writing score of 13 is required for mastery of the entire writing test.

The types of writing required of students taking the third, fifth, and exit level tests in 1984 were the same as those required in 1983. It is important to note, however, that the writing scoring criteria was changed in 1984. At the direction of the State Board of Education, the standards for minimally acceptable compositions were raised for all grades tested. These higher quality stan-

dards resulted in somewhat smaller percentages of students attaining mastery level scores of 2, 3, and 4 in 1984 than in 1983.

The types of writing assessed during the five TABS testing cycles completed to date are as indicated:

**Grade 3**

| Year | Purpose | Mode |
|---|---|---|
| 1980 | (Not Tested) | |
| 1981 | Expressive | Narrative |
| 1982 | Informative | Descriptive |
| 1983 | Informative | Descriptive |
| 1984 | Informative | Descriptive |

**Grade 5**

| Year | Purpose | Mode |
|---|---|---|
| 1980 | Expressive | Narrative |
| 1981 | Persuasive | Descriptive |
| 1982 | Informative | Descriptive |
| 1983 | Expressive | Narrative |
| 1984 | Expressive | Narrative |

**Exit Level**

| Year | Purpose | Mode |
|---|---|---|
| 1980 | Persuasive | Descriptive |
| 1981 | Persuasive | Descriptive |
| 1982 | Informative | Classificatory |
| 1983 | Persuasive | Descriptive |
| 1984 | Persuasive | Descriptive |

## Reporting Variables

School officials provided certain demographic and program information about each student at the time of testing. Performance information for students grouped according to sex, ethnicity, and participation in various programs, such as Chapter 1 and bilingual education, is contained in Appendix C. The total numbers of students tested in each grade, the ethnic percentages for the state and for each region, and statewide performance information for all students tested in each grade are displayed in the appropriate sections of this report.

## Summary Reports For First-Time Tested and Retested Students in Grades 9, 10, 11, and 12

The "all student" reports, in Section III combine information about two categories of students: first-time tested students and retested students. Appendix D consists of summary reports which show separately the performance of students in these two categories for each grade.

# SECTION III

## Statewide Summary Reports

The following statewide summary reports in this section contain two types of data: (1) aggregations of student performance for the state, and (2) total numbers and percentages of students tested according to various demographic and program categories:

1. On Tables I through VI, the objectives measured by the tests are listed by basic skills areas in Column I. The numbers of students tested vary among the three tests on each report because of absences and exemptions. Columns II and III are labeled "Mastering" and indicate the numbers and percentages, respectively, of the students mastering each objective. Column IV indicates the numbers of students not mastering each objective.

   In Section II, mastery of objectives in mathematics and reading has been defined for all grades. Total test mastery, which is applicable only to the exit level tests, has also been defined in Section II.

   For the two written composition objectives, "organization of ideas" and "appropriate response to purpose and audience," raw score ratings of 2, 3, or 4 represent minimum competency or better. Percentages of students who met the mastery criterion for the exit level writing test are shown on the summary reports for Grades 9, 10, 11, and 12. The figures shown for Grades 3 and 5 for these objectives are the percentages of students attaining the various raw scores (R.S.) on the written composition.

2. The portion of each summary report entitled "Group Characteristics" includes an aggregation of the demographic and program information collected. Both the numbers and the percentages are listed for each of the demographic and program categories. These figures do not include students who were absent or exempted for all three tests.

TABLE I

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-000

ALL STUDENTS

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE (I) (II) (III) (IV)

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.READ AND WRITE WHOLE NUMBERS | 195631 | 88 | 27519 |
| | 2.ORDER WHOLE NUMBERS | 175248 | 79 | 47902 |
| | 3.ADD WHOLE NUMBERS | 203235 | 91 | 19915 |
| | 4.SUBTRACT WHOLE NUMBERS | 178509 | 80 | 44641 |
| | 5.SOLVE WORD PROBLEMS: +, - | 196072 | 88 | 27078 |
| | 6.COMPLETE NUMBER PATTERNS | 197109 | 88 | 26041 |
| | 7.MULTIPLY WHOLE NUMBERS | 210176 | 94 | 12974 |
| | 8.IDENTIFY FRACTIONAL PARTS | 200418 | 90 | 22732 |
| | 9.IDENTIFY VALUES OF MONEY | 206080 | 92 | 17070 |
| | 10.SELECT UNITS OF MEASURE | 158729 | 71 | 64421 |
| | STUDENTS TESTED: 223150 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 169155 | 77 | 50158 |
| | 2.RECALL FACTS, DETAILS | 190814 | 87 | 28499 |
| | 3.SEQUENCE EVENTS | 170788 | 78 | 48525 |
| | 4.FOLLOW WRITTEN DIRECTIONS | 211999 | 97 | 7314 |
| | 5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS | 206645 | 94 | 12668 |
| | 6.USE CONTEXT CLUES | 195966 | 89 | 23347 |
| | 7.UNDERSTAND WORD STRUCTURES | 189952 | 87 | 29361 |
| | 8.RECOGNIZE WORDS BY SIGHT | 207150 | 94 | 12163 |
| | STUDENTS TESTED: 219313 | | | |
| WRITING | 1.SPELLING | 210451 | 96 | 8605 |
| | 2.PUNCTUATION | 162603 | 74 | 56453 |
| | 3.CAPITALIZATION | 202906 | 93 | 16150 |
| | 4.CORRECT ENGLISH USAGE | 202221 | 92 | 16835 |
| | 5.SENTENCE STRUCTURE | 173974 | 79 | 45082 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE TO TOPIC<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>0 7 65 27 1 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>98 2 0 0 | | | |
| | STUDENTS TESTED: 219056 | | | |

## GROUP CHARACTERISTICS

| | | |
|---|---|---|
| TOTAL ENROLLMENT | 233765 | |
| Number Not Tested | 9059 | |
| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 224706 | PERCENT 100 |
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 333 | 0 |
| Asian or Pacific Islander | 4428 | 2 |
| Black | 30064 | 13 |
| Hispanic | 71826 | 32 |
| White | 118055 | 53 |
| FREE/REDUCED PRICE MEAL PROGRAM | 89285 | 40 |
| CHAPTER I REGULAR PROGRAM | 34008 | 15 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program | 4781 | 2 |
| Mathematics Program | 3041 | 1 |
| Oral Language Development Program | 1693 | 1 |
| Eligible but not participating | 2518 | 1 |
| Neither eligible nor participating | 216083 | 96 |
| LIMITED ENGLISH PROFICIENCY | 21651 | 10 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 18121 | 8 |
| English as a Second Language Program | 3585 | 2 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 9043 | 4 |
| Emotionally Disturbed | 524 | 0 |
| Speech Handicapped | 7478 | 3 |
| Visually Handicapped using braille test | 66 | 0 |
| Visually Handicapped using large print test | 76 | 0 |
| Visually Handicapped using regular test | 141 | 0 |
| Other handicapping condition | 333 | 0 |
| Non special education students | 208635 | 93 |
| STATE GIFTED/TALENTED PROGRAM | 4404 | 2 |



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TABLE II

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-003

ALL STUDENTS

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE (I) (II) (III) (IV)

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.IDENTIFY GEOMETRIC TERMS, FIGURES | 178667 | 81 | 40683 |
| | 2.INTERPRET PLACE VALUE | 150661 | 69 | 68489 |
| | 3.ADD WHOLE NUMBERS | 203328 | 93 | 16022 |
| | 4.SUBTRACT WHOLE NUMBERS | 187833 | 86 | 31517 |
| | 5.MULTIPLY WHOLE NUMBERS | 194117 | 88 | 25233 |
| | 6.DIVIDE WHOLE NUMBERS | 181246 | 83 | 38104 |
| | 7.SOLVE WORD PROBLEMS: +, - | 182019 | 83 | 37331 |
| | 8.SOLVE WORD PROBLEMS: x, + | 150171 | 68 | 69179 |
| | 9.SELECT UNITS OF MEASURE | 195569 | 89 | 23781 |
| | 10.INTERPRET GRAPHS | 212486 | 97 | 6864 |
| | 11.IDENTIFY EQUIVALENT FRACTIONS | 159258 | 73 | 60092 |
| | 12.ORDER WHOLE NUMBERS | 191958 | 88 | 27392 |
| | STUDENTS TESTED: 219350 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 143691 | 66 | 72824 |
| | 2.RECALL FACTS, DETAILS | 174656 | 81 | 41859 |
| | 3.SEQUENCE EVENTS | 168155 | 78 | 48360 |
| | 4.DISTINGUISH FACT, NON-FACT | 154219 | 71 | 62296 |
| | 5.DRAW CONCLUSIONS | 177899 | 82 | 38616 |
| | 6.PREDICT OUTCOMES | 155466 | 72 | 61049 |
| | 7.USE CONTEXT CLUES | 205881 | 95 | 10634 |
| | 8.USE INDEX | 189874 | 88 | 26641 |
| | 9.USE MAPS, CHARTS | 193865 | 90 | 22650 |
| | 10.FOLLOW WRITTEN DIRECTIONS | 187609 | 87 | 28906 |
| | 11.IDENTIFY CHARACTER FEELINGS | 184368 | 85 | 32147 |
| | STUDENTS TESTED: 216515 | | | |
| WRITING | 1.SPELLING | 211581 | 98 | 4402 |
| | 2.PUNCTUATION | 164337 | 76 | 51646 |
| | 3.CAPITALIZATION | 201184 | 93 | 14799 |
| | 4.CORRECT ENGLISH USAGE | 163442 | 76 | 52541 |
| | 5.SENTENCE STRUCTURE | 189494 | 88 | 26489 |
| | 6.COMMONLY USED FORMS | 201710 | 93 | 14273 |
| | WRITTEN COMPOSITION | | | |
| | ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE } | | | |
| | % R.S.OF 4: 2 % R.S.OF 3: 18 % R.S.OF 2: 56 % R.S.OF 1: 23 % R.S.OF 0: 1 | | | |
| | HANDWRITING | | | |
| | % ACCEPTABLE: 98 % HARD TO READ: 2 % ILLEGIBLE: 0 % NOT RATABLE: 1 | | | |
| | STUDENTS TESTED: 215983 | | | |

| GROUP CHARACTERISTICS | | |
|---|---|---|
| TOTAL ENROLLMENT | 232388 | |
| Number Not Tested | 10697 | |
| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 221691 | PERCENT 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 415 | 0 |
| Asian or Pacific Islander | 4062 | 2 |
| Black | 30381 | 14 |
| Hispanic | 67954 | 31 |
| White | 118879 | 54 |
| FREE/REDUCED PRICE MEAL PROGRAM | 83194 | 38 |
| CHAPTER I REGULAR PROGRAM | 29235 | 13 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 4317 | 2 |
| Mathematics Program | 2685 | 1 |
| Oral Language Development Program | 1267 | 1 |
| Eligible but not participating | 2183 | 1 |
| Neither eligible nor participating | 214024 | 97 |
| LIMITED ENGLISH PROFICIENCY | 14994 | 7 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 11272 | 5 |
| English as a Second Language Program | 3398 | 2 |
| SPECIAL EDUCATION | | |
| Learning Disability | 9077 | 4 |
| Emotionally Disturbed | 683 | 0 |
| Speech Handicapped | 3236 | 1 |
| Visually Handicapped using braille test | 42 | 0 |
| Visually Handicapped using large print test | 77 | 0 |
| Visually Handicapped using regular test | 74 | 0 |
| Other handicapping condition | 350 | 0 |
| Non special education students | 209225 | 94 |
| STATE GIFTED/TALENTED PROGRAM | 6394 | 3 |

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TABLE III

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-003

ALL STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

STATEWIDE (I) (II) (III) (IV)

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 214166 | 96 | 8644 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 201784 | 91 | 21026 |
| | 3.SOLVE PROBLEMS: +, -, x, + | 166913 | 75 | 55897 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, x | 151021 | 68 | 71789 |
| | 5.USE DECIMALS: +, -, x, + | 189805 | 85 | 33005 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 110093 | 49 | 112717 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 194986 | 88 | 27824 |
| | 8.USE MEASUREMENT UNITS | 176257 | 79 | 46553 |
| | 9.USE RATIO/PROPORTION/PERCENT | 136672 | 61 | 86138 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 211808 | 95 | 11002 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 205174 | 92 | 17636 |
| | STUDENTS TESTED: 222810 TOTAL MATHEMATICS: | 183595 | 82 | 39215 |
| READING | 1.IDENTIFY MAIN IDEA | 172083 | 78 | 48824 |
| | 2.SEQUENCE EVENTS | 197413 | 89 | 23494 |
| | 3.PERCEIVE CAUSE-EFFECT | 180609 | 81 | 42298 |
| | 4.EVALUATE INFORMATION | 177045 | 80 | 43862 |
| | 5.DISTINGUISH FACT, NON-FACT | 180888 | 82 | 40019 |
| | 6.DRAW CONCLUSIONS | 180359 | 82 | 40548 |
| | 7.MAKE GENERALIZATIONS | 185270 | 84 | 35637 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 206430 | 93 | 14477 |
| | 9.USE PARTS OF BOOK | 176606 | 80 | 44301 |
| | 10.USE REFERENCE SKILLS | 194626 | 88 | 26081 |
| | 11.USE MAPS, CHARTS | 195007 | 88 | 25900 |
| | STUDENTS TESTED: 220907 TOTAL READING: | 189306 | 86 | 31601 |
| WRITING | 1.SPELLING | 194851 | 89 | 23622 |
| | 2.PUNCTUATION | 175497 | 80 | 42976 |
| | 3.CAPITALIZATION | 205889 | 94 | 12584 |
| | 4.CORRECT ENGLISH USAGE | 150436 | 69 | 68037 |
| | 5.SENTENCE STRUCTURE | 201126 | 92 | 17347 |
| | 6.COMMONLY USED FORMS | 193345 | 88 | 25128 |
| | WRITTEN COMPOSITION | | | |
| | ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE } | | | |
| | % R.S.OF 4: 1 % R.S.OF 3: 11 % R.S.OF 2: 60 % R.S.OF 1: 26 % R.S.OF 0: 2 | | | |
| | HANDWRITING | | | |
| | % ACCEPTABLE: 98 % HARD TO READ: 0 % ILLEGIBLE: 0 % NOT RATABLE: 1 | | | |
| | STUDENTS TESTED: 218473 TOTAL WRITING: | 153982 | 70 | 64491 |

## GROUP CHARACTERISTICS

| | | |
|---|---|---|
| TOTAL ENROLLMENT | 245106 | |
| Number Not Tested | 18911 | |
| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 226195 | PERCENT 100 |
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 484 | 0 |
| Asian or Pacific Islander | 3768 | 2 |
| Black | 30391 | 13 |
| Hispanic | 60798 | 27 |
| White | 131154 | 58 |
| FREE/REDUCED PRICE MEAL PROGRAM | 47542 | 21 |
| CHAPTER I REGULAR PROGRAM | 3062 | 1 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program | 2014 | 1 |
| Mathematics Program | 1309 | 1 |
| Oral Language Development Program | 686 | 0 |
| Eligible but not participating | 3349 | 1 |
| Neither eligible nor participating | 220007 | 97 |
| LIMITED ENGLISH PROFICIENCY | 10383 | 5 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 521 | 0 |
| English as a Second Language Program | 7300 | 3 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 5651 | 2 |
| Emotionally Disturbed | 714 | 0 |
| Speech Handicapped | 366 | 0 |
| Visually Handicapped using braille test | 24 | 0 |
| Visually Handicapped using large print test | 41 | 0 |
| Visually Handicapped using regular test | 85 | 0 |
| Other handicapping condition | 303 | 0 |
| Non special education students | 219336 | 97 |
| STATE GIFTED/TALENTED PROGRAM | 2212 | 1 |

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TABLE IV

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

### ALL STUDENTS

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10 EXIT-LEVEL

STATEWIDE (I) (II) (III) (IV)

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 39425 | 92 | 3474 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 34288 | 80 | 8611 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 21955 | 51 | 20944 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 17362 | 40 | 25537 |
| | 5.USE DECIMALS: +, -, X, ÷ | 31139 | 73 | 11760 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 12764 | 30 | 30135 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 33754 | 79 | 9145 |
| | 8.USE MEASUREMENT UNITS | 24550 | 57 | 18349 |
| | 9.USE RATIO/PROPORTION/PERCENT | 19230 | 45 | 23669 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 39079 | 91 | 3820 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 36078 | 84 | 6821 |
| | STUDENTS TESTED: 42899 TOTAL MATHEMATICS: | 25686 | 60 | 17233 |
| READING | 1.IDENTIFY MAIN IDEA | 24725 | 59 | 17104 |
| | 2.SEQUENCE EVENTS | 32323 | 77 | 9506 |
| | 3.PERCEIVE CAUSE-EFFECT | 26416 | 63 | 15413 |
| | 4.EVALUATE INFORMATION | 25110 | 60 | 16719 |
| | 5.DISTINGUISH FACT, NON-FACT | 25234 | 60 | 16595 |
| | 6.DRAW CONCLUSIONS | 25950 | 62 | 15879 |
| | 7.MAKE GENERALIZATIONS | 27996 | 67 | 13833 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 36005 | 86 | 5824 |
| | 9.USE PARTS OF BOOK | 24970 | 60 | 16859 |
| | 10.USE REFERENCE SKILLS | 31936 | 76 | 9893 |
| | 11.USE MAPS, CHARTS | 33000 | 79 | 8829 |
| | STUDENTS TESTED: 41829 TOTAL READING: | 27608 | 66 | 14221 |
| WRITING | 1.SPELLING | 21086 | 76 | 6698 |
| | 2.PUNCTUATION | 17826 | 64 | 9958 |
| | 3.CAPITALIZATION | 23431 | 84 | 4353 |
| | 4.CORRECT ENGLISH USAGE | 13724 | 49 | 14060 |
| | 5.SENTENCE STRUCTURE | 22553 | 81 | 5231 |
| | 6.COMMONLY USED FORMS | 20305 | 73 | 7479 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 0 % R.S.OF 3 4 % R.S.OF 2 43 % R.S.OF 1 44 % R.S.OF 0 8 | | | |
| | HANDWRITING<br>% ACCEPTABLE 93 % HARD TO READ 1 % ILLEGIBLE 0 % NOT RATABLE 6 | | | |
| | STUDENTS TESTED: 27784 TOTAL WRITING: | 12649 | 45 | 15135 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 56904 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 130 | 0 |
| Asian or Pacific Islander | 1327 | 2 |
| Black | 13630 | 24 |
| Hispanic | 19171 | 34 |
| White | 22646 | 40 |
| FREE/REDUCED PRICE MEAL PROGRAM | 16309 | 29 |
| CHAPTER I REGULAR PROGRAM | 1549 | 3 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 824 | 1 |
| Mathematics Program | 630 | 1 |
| Oral Language Development Program | 212 | 0 |
| Eligible but not participating | 1148 | 2 |
| Neither eligible nor participating | 54567 | 96 |
| LIMITED ENGLISH PROFICIENCY | 5310 | 9 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 281 | 0 |
| English as a Second Language Program | 3642 | 6 |
| SPECIAL EDUCATION | | |
| Learning Disability | 2684 | 5 |
| Emotionally Disturbed | 260 | 0 |
| Speech Handicapped | 120 | 0 |
| Visually Handicapped using braille test | 15 | 0 |
| Visually Handicapped using large print test | 11 | 0 |
| Visually Handicapped using regular test | 24 | 0 |
| Other handicapping condition | 175 | 0 |
| Non special education students | 53756 | 94 |
| STATE GIFTED/TALENTED PROGRAM | 64 | 0 |

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TABLE V

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### ALL STUDENTS

07815-000

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11 EXIT-LEVEL

STATEWIDE (I) (II) (III) (IV)

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 24490 | 93 | 1847 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 21312 | 81 | 5025 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 15174 | 58 | 11163 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 11421 | 43 | 14916 |
| | 5.USE DECIMALS: +, -, X, ÷ | 19697 | 75 | 6640 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 10134 | 38 | 16203 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 21693 | 82 | 4644 |
| | 8.USE MEASUREMENT UNITS | 16363 | 62 | 9974 |
| | 9.USE RATIO/PROPORTION/PERCENT | 13718 | 52 | 12619 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 24304 | 92 | 2033 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 22838 | 87 | 3499 |
| | STUDENTS TESTED: 26337 TOTAL MATHEMATICS: | 16954 | 64 | 9383 |
| READING | 1.IDENTIFY MAIN IDEA | 17640 | 65 | 9573 |
| | 2.SEQUENCE EVENTS | 22165 | 81 | 5048 |
| | 3.PERCEIVE CAUSE-EFFECT | 19136 | 70 | 8077 |
| | 4.EVALUATE INFORMATION | 18110 | 67 | 9103 |
| | 5.DISTINGUISH FACT, NON-FACT | 18140 | 67 | 9073 |
| | 6.DRAW CONCLUSIONS | 18869 | 69 | 8344 |
| | 7.MAKE GENERALIZATIONS | 19969 | 73 | 7244 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 24161 | 89 | 3052 |
| | 9.USE PARTS OF BOOK | 17638 | 65 | 9575 |
| | 10.USE REFERENCE SKILLS | 22320 | 82 | 4893 |
| | 11.USE MAPS, CHARTS | 22537 | 83 | 4676 |
| | STUDENTS TESTED: 27213 TOTAL READING: | 19889 | 73 | 7324 |
| WRITING | 1.SPELLING | 17114 | 83 | 3440 |
| | 2.PUNCTUATION | 14986 | 73 | 5568 |
| | 3.CAPITALIZATION | 18442 | 90 | 2112 |
| | 4.CORRECT ENGLISH USAGE | 12178 | 59 | 8376 |
| | 5.SENTENCE STRUCTURE | 17957 | 87 | 2597 |
| | 6.COMMONLY USED FORMS | 16735 | 81 | 3819 |
| | WRITTEN COMPOSITION | | | |
| | ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE } | | | |
| | % R.S.OF 4: 1 % R.S.OF 3: 7 % R.S.OF 2: 49 % R.S.OF 1: 38 % R.S.OF 0: 5 | | | |
| | HANDWRITING | | | |
| | % ACCEPTABLE: 96 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 4 | | | |
| | STUDENTS TESTED: 20554 TOTAL WRITING: | 11512 | 56 | 9042 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 36596 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 92 | 0 |
| Asian or Pacific Islander | 1145 | 3 |
| Black | 10195 | 28 |
| Hispanic | 10892 | 30 |
| White | 14272 | 39 |
| FREE/REDUCED PRICE MEAL PROGRAM | 9271 | 25 |
| CHAPTER I REGULAR PROGRAM | 890 | 2 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 370 | 1 |
| Mathematics Program | 193 | 1 |
| Oral Language Development Program | 71 | 0 |
| Eligible but not participating | 711 | 2 |
| Neither eligible nor participating | 35387 | 97 |
| LIMITED ENGLISH PROFICIENCY | 3150 | 9 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 170 | 0 |
| English as a Second Language Program | 1914 | 5 |
| SPECIAL EDUCATION | | |
| Learning Disability | 1425 | 4 |
| Emotionally Disturbed | 122 | 0 |
| Speech Handicapped | 78 | 0 |
| Visually Handicapped using braille test | 10 | 0 |
| Visually Handicapped using large print test | 12 | 0 |
| Visually Handicapped using regular test | 12 | 0 |
| Other handicapping condition | 127 | 0 |
| Non special education students | 34890 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 44 | 0 |

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TABLE VI

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### ALL STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 12 EXIT-LEVEL

STATEWIDE (I) (II) (III) (IV)

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 18262 | 93 | 1416 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 15589 | 79 | 4089 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 11613 | 59 | 8065 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 7908 | 40 | 11770 |
| | 5.USE DECIMALS: +, -, X, + | 14431 | 73 | 5247 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 8663 | 44 | 11015 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 16422 | 83 | 3256 |
| | 8.USE MEASUREMENT UNITS | 12580 | 64 | 7098 |
| | 9.USE RATIO/PROPORTION/PERCENT | 10861 | 55 | 8817 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 18157 | 92 | 1521 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 17239 | 88 | 2439 |
| | STUDENTS TESTED: 19678 TOTAL MATHEMATICS: | 12861 | 65 | 6817 |
| READING | 1.IDENTIFY MAIN IDEA | 13496 | 68 | 6475 |
| | 2.SEQUENCE EVENTS | 16475 | 82 | 3496 |
| | 3.PERCEIVE CAUSE-EFFECT | 14551 | 73 | 5410 |
| | 4.EVALUATE INFORMATION | 13852 | 69 | 6119 |
| | 5.DISTINGUISH FACT, NON-FACT | 13791 | 69 | 6180 |
| | 6.DRAW CONCLUSIONS | 14462 | 72 | 5509 |
| | 7.MAKE GENERALIZATIONS | 15388 | 77 | 4583 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 17899 | 90 | 2072 |
| | 9.USE PARTS OF BOOK | 13352 | 67 | 6619 |
| | 10.USE REFERENCE SKILLS | 16839 | 84 | 3132 |
| | 11.USE MAPS, CHARTS | 16970 | 85 | 3001 |
| | STUDENTS TESTED: 19971 TOTAL READING: | 15207 | 76 | 4764 |
| WRITING | 1.SPELLING | 12010 | 84 | 2217 |
| | 2.PUNCTUATION | 10567 | 74 | 3660 |
| | 3.CAPITALIZATION | 12743 | 90 | 1484 |
| | 4.CORRECT ENGLISH USAGE | 8658 | 61 | 5569 |
| | 5.SENTENCE STRUCTURE | 12595 | 89 | 1632 |
| | 6.COMMONLY USED FORMS | 11796 | 83 | 2431 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>1 9 49 36 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>95 1 0 4 | | | |
| | STUDENTS TESTED: 14227 TOTAL WRITING: | 8259 | 58 | 5968 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 26452 | PERCENT 100 |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 59 | 0 |
| Asian or Pacific Islander | 888 | 3 |
| Black | 7687 | 29 |
| Hispanic | 7692 | 29 |
| White | 10126 | 38 |
| FREE/REDUCED PRICE MEAL PROGRAM | 5748 | 22 |
| CHAPTER I REGULAR PROGRAM | 607 | 2 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 203 | 1 |
| Mathematics Program | 105 | 0 |
| Oral Language Development Program | 47 | 0 |
| Eligible but not participating | 583 | 2 |
| Neither eligible nor participating | 25576 | 97 |
| LIMITED ENGLISH PROFICIENCY | 2006 | 8 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 86 | 0 |
| English as a Second Language Program | 997 | 4 |
| SPECIAL EDUCATION | | |
| Learning Disability | 827 | 3 |
| Emotionally Disturbed | 57 | 0 |
| Speech Handicapped | 37 | 0 |
| Visually Handicapped using braille test | 12 | 0 |
| Visually Handicapped using large print test | 12 | 0 |
| Visually Handicapped using regular test | 6 | 0 |
| Other handicapping condition | 83 | 0 |
| Non special education students | 25454 | 96 |
| STATE GIFTED/TALENTED PROGRAM | 17 | 0 |

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# SECTION IV

## Grade 3 Student Performance

### Statewide Results

Figures 1, 2, and 3 show the percentages of third grade students mastering each objective in mathematics, reading, and writing, respectively. Performance results for 1981, 1982, 1983, and 1984 are displayed in each figure. The objectives are arranged in descending order according to student performance on the 1984 TABS tests. For the written composition portion of the writing test, the percent of students demonstrating legible handwriting and the percent receiving raw score mastery level ratings of 2, 3, or 4 are shown.

#### Mathematics

The performance of third grade students in 1984 was higher than in 1981, 1982, and 1983 for six of the 10 mathematics objectives. For the remaining four objectives, third grade performance in 1984 was equal to the highest performance attained in previous years. Overall, the mathematics performance of third graders in 1984 continued the upward trend which was evident in 1982 and 1983.

#### Reading

For reading, the percentages of third grade students mastering all of the eight objectives measured were higher in 1984 than in any prior year that the test has been administered. The overall reading performance of third graders maintained the improvement trend that commenced in 1982.

#### Writing

Third grade performance on four of the five writing objectives measured with multiple-choice test items was higher in 1984 than in 1981, 1982, and 1983. For one objective, student performance in 1984 was the same for 1982 and 1983. Third grade student performance on the written composition in 1984 was 23 percentage points below that attained in 1983 (i.e., 95 percent of the third graders attained a mastery score of 2, 3, or 4 in 1983 compared to 72 percent in 1984). This apparent decline in third grade writing performance is believed to be primarily the result of the higher quality standards which student compositions were required to meet in 1984.

**MATHEMATICS: GRADE 3**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

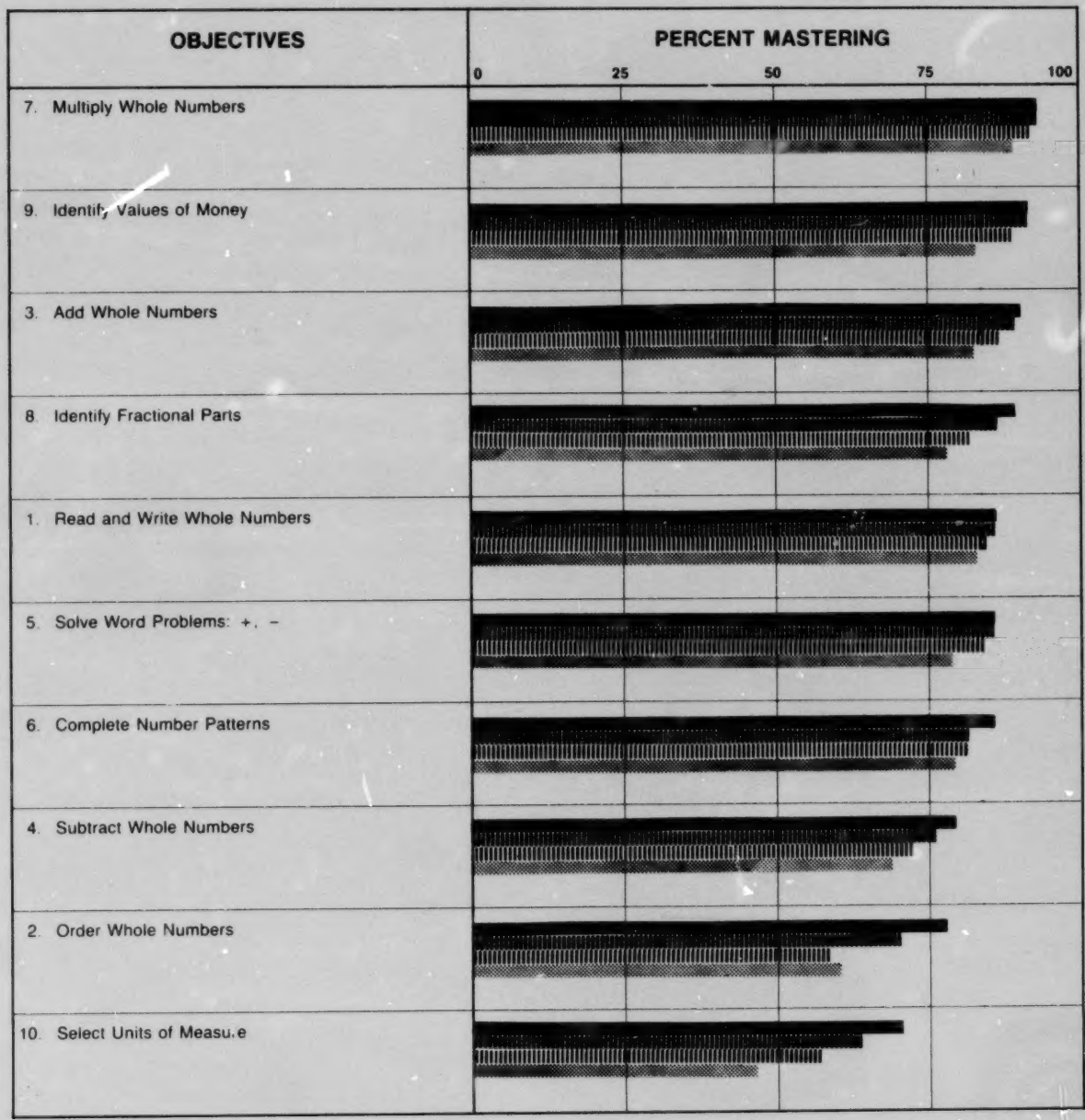


**Figure 1**

**READING: GRADE 3**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

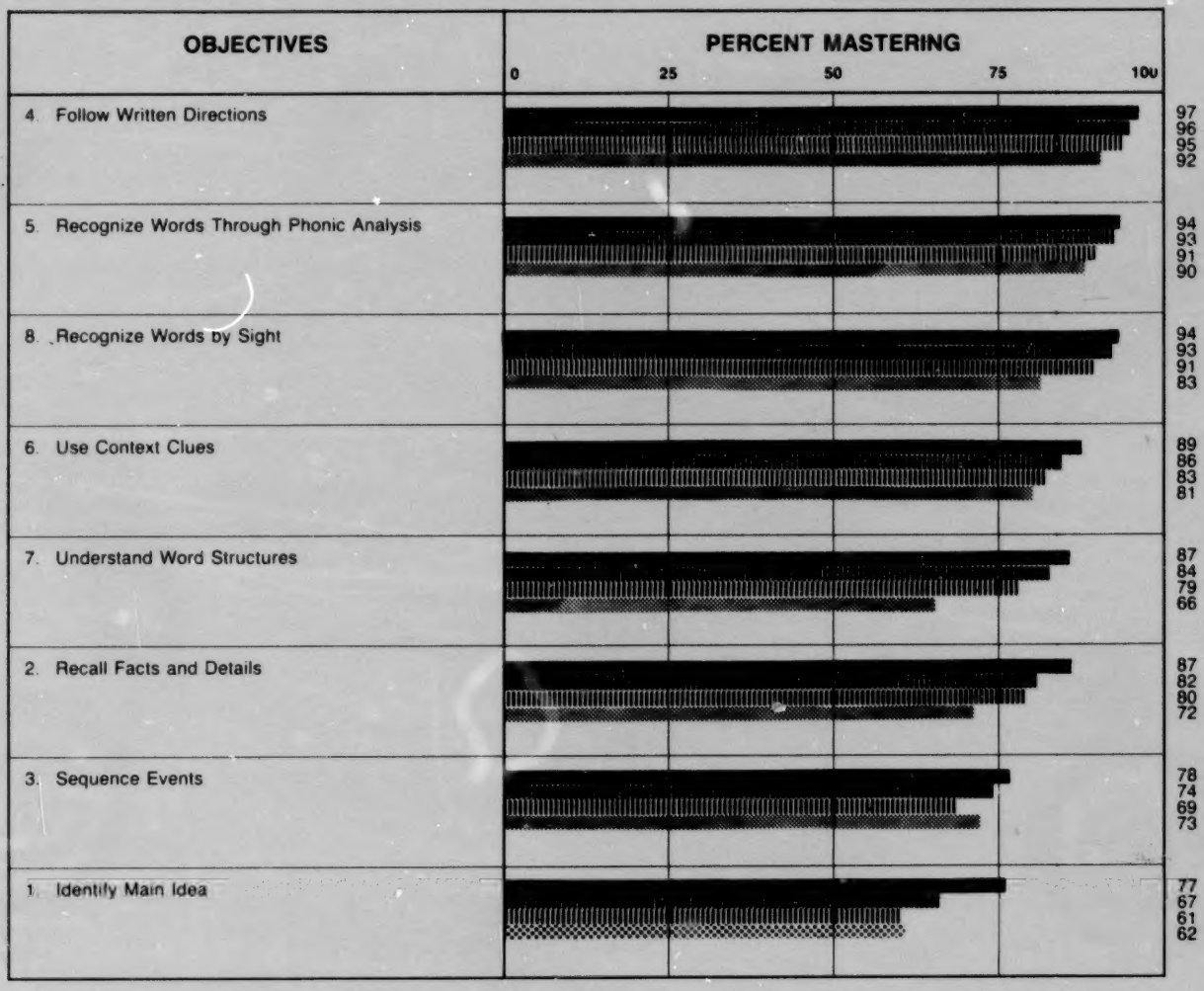


**Figure 2**

**WRITING: GRADE 3**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

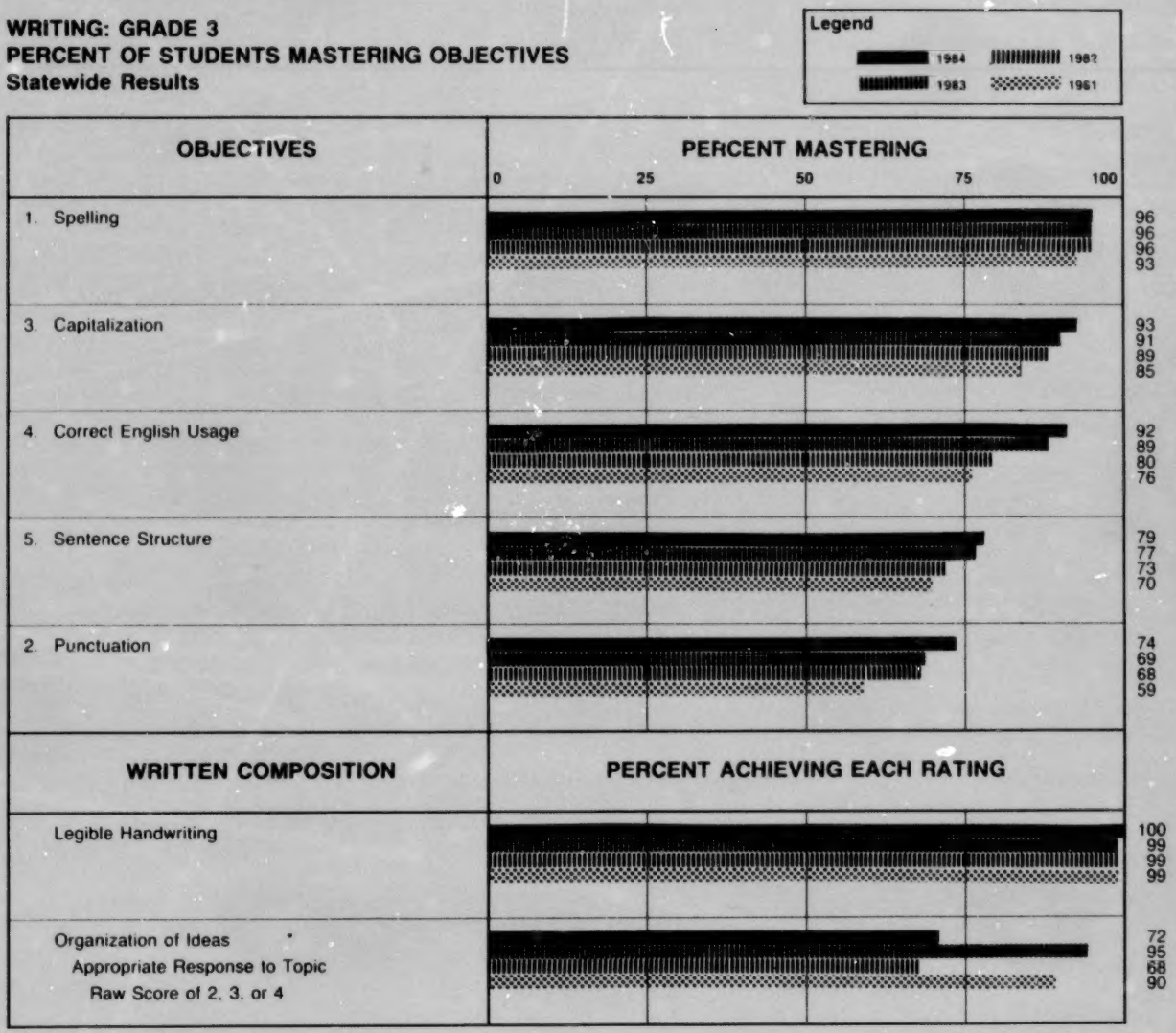


**Figure 3**

## Regional Results

The total numbers of third grade students tested and the percentages of students in each of five ethnic groups for the state and for each of the 20 education service centers are shown in Table VII. More than two-thirds (68 percent to 93 percent) of the third grade student population in four of the regions consisted of minority students, while in eight of the regions more than two-thirds (69 percent to 79 percent) of the third graders were white students.

Tables VIII, IX, and X show the percentages of students mastering each objective for each region. Student performance in each of the 20 regions followed the statewide performance pattern closely for all three subjects tested. With very few exceptions the objective mastery percentages attained by students in 1984 were equal to or greater than those attained in 1982 and 1983.

### TABLE VII

### GRADE 3
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR 20 EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 1 | 1 | 4 | 2 | 1 | 0 | 0 | 2 | 3 | 2 | 2 | 1 | 1 | 0 | 2 | 2 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 13 | 0 | 3 | 9 | 22 | 26 | 17 | 22 | 24 | 9 | 20 | 11 | 20 | 10 | 5 | 3 | 4 | 7 | 5 | 3 | 6 |
| Hispanic | 32 | 93 | 64 | 47 | 23 | 3 | 9 | 4 | 1 | 9 | 15 | 10 | 13 | 27 | 22 | 41 | 21 | 40 | 40 | 75 | 62 |
| White (Not of Hispanic Origin) | 53 | 7 | 32 | 43 | 51 | 69 | 72 | 74 | 74 | 79 | 61 | 77 | 65 | 61 | 72 | 56 | 72 | 51 | 54 | 21 | 32 |
| Total Numbers Tested* | 224,706 | 16.0 | 7.9 | 4.7 | 47.7 | 5.7 | 7.1 | 10.2 | 3.6 | 3.0 | 28.9 | 17.9 | 7.3 | 11.3 | 3.7 | 3.5 | 5.7 | 6.1 | 6.2 | 9.1 | 19.0 |

*Numbers tested in thousands (000) for each region.

TABLE VIII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| ESC REGIONS | NO. OF STUDENTS TESTED | 1. READ AND WRITE WHOLE NUMBERS | 2. ORDER WHOLE NUMBERS | 3. ADD WHOLE NUMBERS | 4. SUBTRACT WHOLE NUMBERS | 5. SOLVE WORD PROBLEMS: +, - | 6. COMPLETE NUMBER PATTERNS | 7. MULTIPLY WHOLE NUMBERS | 8. IDENTIFY FRACTIONAL PARTS | 9. IDENTIFY VALUES OF MONEY | 10. SELECT UNITS OF MEASURE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| REGION 1 | 15942 | 78 | 67 | 90 | 77 | 84 | 84 | 93 | 89 | 92 | 58 |
| REGION 2 | 4817 | 86 | 76 | 96 | 87 | 88 | 89 | 96 | 93 | 95 | 68 |
| REGION 3 | 4281 | 88 | 79 | 96 | 77 | 88 | 89 | 96 | 93 | 95 | 68 |
| REGION 4 | 47289 | 89 | 78 | 96 | 80 | 88 | 89 | 96 | 93 | 95 | 68 |
| REGION 5 | 5666 | 89 | 81 | 91 | 80 | 89 | 89 | 95 | 90 | 92 | 72 |
| REGION 6 | 7064 | 88 | 80 | 90 | 79 | 86 | 87 | 94 | 90 | 90 | 71 |
| REGION 7 | 10163 | 90 | 82 | 96 | 82 | 89 | 90 | 96 | 93 | 94 | 74 |
| REGION 8 | 3220 | 90 | 82 | 96 | 81 | 88 | 89 | 96 | 93 | 94 | 73 |
| REGION 9 | 3961 | 91 | 83 | 96 | 83 | 89 | 90 | 96 | 93 | 94 | 74 |
| REGION 10 | 28691 | 91 | 83 | 95 | 83 | 90 | 91 | 96 | 93 | 95 | 78 |
| REGION 11 | 17757 | 89 | 81 | 90 | 79 | 88 | 90 | 96 | 93 | 93 | 74 |
| REGION 12 | 12283 | 91 | 84 | 92 | 82 | 89 | 90 | 96 | 93 | 94 | 74 |
| REGION 13 | 11316 | 88 | 81 | 90 | 80 | 89 | 89 | 96 | 93 | 93 | 73 |
| REGION 14 | 4733 | 88 | 81 | 93 | 81 | 89 | 89 | 96 | 93 | 94 | 74 |
| REGION 15 | 3524 | 88 | 78 | 92 | 82 | 87 | 86 | 94 | 89 | 91 | 68 |
| REGION 16 | 5645 | 91 | 84 | 94 | 85 | 91 | 91 | 96 | 93 | 93 | 78 |
| REGION 17 | 4028 | 88 | 79 | 93 | 83 | 88 | 88 | 96 | 93 | 94 | 72 |
| REGION 18 | 6169 | 85 | 76 | 88 | 83 | 87 | 88 | 96 | 93 | 93 | 69 |
| REGION 19 | 8070 | 85 | 71 | 92 | 79 | 84 | 84 | 95 | 91 | 92 | 64 |
| REGION 20 | 16946 | 86 | 76 | 90 | 79 | 87 | 87 | 95 | 91 | 92 | 68 |
| STATEWIDE TOTALS | 223150 | 88 | 79 | 91 | 80 | 88 | 88 | 94 | 90 | 92 | 71 |

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TABLE IX

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. FOLLOW WRITTEN DIRECTIONS
5. RECOGNIZE WORDS THROUGH PHONICS
6. USE CONTEXT CLUES
7. UNDERSTAND WORD STRUCTURES
8. RECOGNIZE WORDS BY SIGHT

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

| STATEWIDE | NO. OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
|---|---|---|---|---|---|---|---|---|---|
| ESC REGIONS | | | | | | | | | |
| REGION 1 | 15806 | 60 | 75 | 62 | 21 | 88 | 76 | 62 | 83 |
| REGION 2 | 7707 | 76 | 87 | 77 | 28 | 95 | 90 | 86 | 95 |
| REGION 3 | 46556 | 75 | 84 | 75 | 27 | 93 | 89 | 85 | 95 |
| REGION 4 | 42245 | 79 | 88 | 79 | 27 | 95 | 91 | 89 | 96 |
| REGION 5 | 5574 | 78 | 89 | 81 | 98 | 95 | 92 | 90 | 96 |
| REGION 6 | 6982 | 78 | 87 | 78 | 28 | 94 | 90 | 87 | 95 |
| REGION 7 | 9956 | 80 | 89 | 81 | 28 | 95 | 92 | 90 | 96 |
| REGION 8 | 3550 | 80 | 89 | 80 | 28 | 94 | 91 | 89 | 97 |
| REGION 9 | 2673 | 82 | 91 | 83 | 28 | 96 | 93 | 93 | 98 |
| REGION 10 | 28147 | 82 | 90 | 83 | 98 | 95 | 92 | 91 | 96 |
| REGION 11 | 17344 | 81 | 90 | 81 | 28 | 95 | 92 | 89 | 96 |
| REGION 12 | 7130 | 82 | 90 | 83 | 28 | 96 | 93 | 91 | 97 |
| REGION 13 | 11082 | 81 | 89 | 81 | 28 | 95 | 92 | 88 | 97 |
| REGION 14 | 4527 | 79 | 89 | 80 | 28 | 95 | 91 | 89 | 97 |
| REGION 15 | 3466 | 79 | 87 | 79 | 96 | 95 | 90 | 87 | 96 |
| REGION 16 | 5540 | 83 | 90 | 86 | 28 | 96 | 93 | 91 | 97 |
| REGION 17 | 5925 | 79 | 89 | 80 | 27 | 95 | 92 | 88 | 97 |
| REGION 18 | 6116 | 74 | 85 | 75 | 96 | 93 | 88 | 85 | 96 |
| REGION 19 | 8907 | 68 | 81 | 70 | 95 | 92 | 82 | 79 | 89 |
| REGION 20 | 18458 | 73 | 83 | 73 | 95 | 93 | 84 | 81 | 92 |
| STATEWIDE TOTALS | 219313 | 77 | 87 | 78 | 97 | 94 | 89 | 87 | 94 |

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TABLE X

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

| STATEWIDE | NO. OF STUDENTS TESTED | WRITING: STUDENTS DEMONSTRATING MASTERY | | | | | WRITTEN COMPOSITION: STUDENTS PERFORMING AT EACH LEVEL | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | HANDWRITING: A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE: 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 |
| ESC REGIONS | | | | | | | | | | | | | | | | |
| REGION 1 | 15781 | 90 | 67 | 87 | 81 | 71 | 96 | 4 | 0 | 1 | 0 | 4 | 54 | 41 | 1 |
| REGION 2 | 4674 | 97 | 75 | 94 | 92 | 77 | 98 | 2 | 0 | 0 | 0 | 3 | 63 | 34 | 0 |
| REGION 3 | 4849 | 97 | 82 | 96 | 92 | 79 | 98 | 2 | 0 | 0 | 0 | 3 | 67 | 30 | 0 |
| REGION 4 | 4542 | 97 | 78 | 95 | 92 | 79 | 98 | 2 | 0 | 0 | 0 | 3 | 69 | 28 | 0 |
| REGION 5 | 5590 | 98 | 75 | 94 | 94 | 81 | 98 | 2 | 0 | 0 | 0 | 3 | 67 | 26 | 0 |
| REGION 6 | 6968 | 96 | 73 | 94 | 93 | 81 | 97 | 2 | 0 | 0 | 0 | 4 | 64 | 29 | 0 |
| REGION 7 | 9961 | 97 | 77 | 96 | 94 | 83 | 97 | 2 | 0 | 0 | 0 | 3 | 67 | 29 | 0 |
| REGION 8 | 7541 | 98 | 77 | 96 | 95 | 84 | 98 | 2 | 0 | 0 | 0 | 3 | 69 | 27 | 0 |
| REGION 9 | 3890 | 98 | 74 | 95 | 96 | 85 | 98 | 1 | 0 | 0 | 0 | 3 | 73 | 23 | 0 |
| REGION 10 | 28145 | 97 | 80 | 95 | 94 | 85 | 98 | 1 | 0 | 1 | 1 | 3 | 68 | 27 | 1 |
| REGION 11 | 17305 | 97 | 75 | 94 | 94 | 81 | 98 | 2 | 0 | 0 | 0 | 3 | 68 | 28 | 1 |
| REGION 12 | 9962 | 97 | 78 | 96 | 95 | 83 | 98 | 2 | 0 | 0 | 0 | 3 | 69 | 27 | 0 |
| REGION 13 | 11076 | 97 | 75 | 94 | 95 | 83 | 98 | 2 | 0 | 0 | 0 | 3 | 69 | 27 | 0 |
| REGION 14 | 4562 | 97 | 72 | 93 | 93 | 80 | 98 | 2 | 0 | 0 | 0 | 3 | 70 | 26 | 0 |
| REGION 15 | 3482 | 95 | 70 | 92 | 93 | 80 | 97 | 3 | 0 | 0 | 1 | 3 | 65 | 26 | 1 |
| REGION 16 | 5493 | 97 | 81 | 95 | 94 | 81 | 97 | 2 | 0 | 0 | 1 | 3 | 70 | 25 | 0 |
| REGION 17 | 5427 | 97 | 77 | 94 | 94 | 78 | 98 | 2 | 0 | 0 | 0 | 3 | 69 | 27 | 0 |
| REGION 18 | 6074 | 96 | 74 | 93 | 91 | 77 | 98 | 2 | 0 | 0 | 0 | 3 | 69 | 27 | 0 |
| REGION 19 | 8900 | 94 | 68 | 90 | 87 | 75 | 96 | 3 | 0 | 0 | 0 | 3 | 65 | 31 | 1 |
| REGION 20 | 18426 | 94 | 72 | 91 | 91 | 77 | 97 | 2 | 0 | 0 | 0 | 3 | 61 | 32 | 1 |
| STATEWIDE TOTALS | 219056 | 96 | 74 | 93 | 92 | 79 | 98 | 2 | 0 | 0 | 0 | 3 | 65 | 27 | 1 |

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# SECTION V

## Grade 5 Student Performance

### Statewide Results

Figures 4, 5, and 6 show the statewide percentages of fifth grade students mastering each objective in mathematics, reading, and writing, respectively. Performance results for each year, 1980 through 1984, are displayed. The objectives are arranged in descending order according to student performance on the 1984 TABS tests. For the written composition portion of the writing test, the percent of students with legible handwriting and the percent receiving mastery level raw score ratings of 2, 3, and 4 are shown.

#### Mathematics

The performance of fifth grade students in mathematics for 1984 was higher than that attained in all prior years for nine of the 12 objectives measured. For the remaining three objectives, fifth grade performance in 1984 was equal to or only slightly below the highest levels previously attained. Overall, the mathematics performance of fifth graders in 1984 showed a continuation of the upward trend that began in 1981, the second year that TABS tests were administered.

#### Reading

The reading performance of fifth graders in 1984 was higher than in previous years for nine of the eleven objectives measured. For two of the reading objectives, the percentages of fifth graders demonstrating mastery was slightly below (two and three percentage points) the highest level of performance attained in prior years. The overall reading performance of fifth grade students continued the upward trend that has been evident since 1981.

#### Writing

The writing performance of fifth grade students on the objectives measured with multiple-choice test items was higher in 1984 than in previous years for all six objectives measured. The percent of students attaining a mastery score of 2, 3, or 4 on the written composition declined from 97 percent in 1983 to 76 percent in 1984. This 21 point decline is believed to be primarily due to the higher quality standards, initiated in 1984, which student writing was required to meet.

**MATHEMATICS: GRADE 5**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

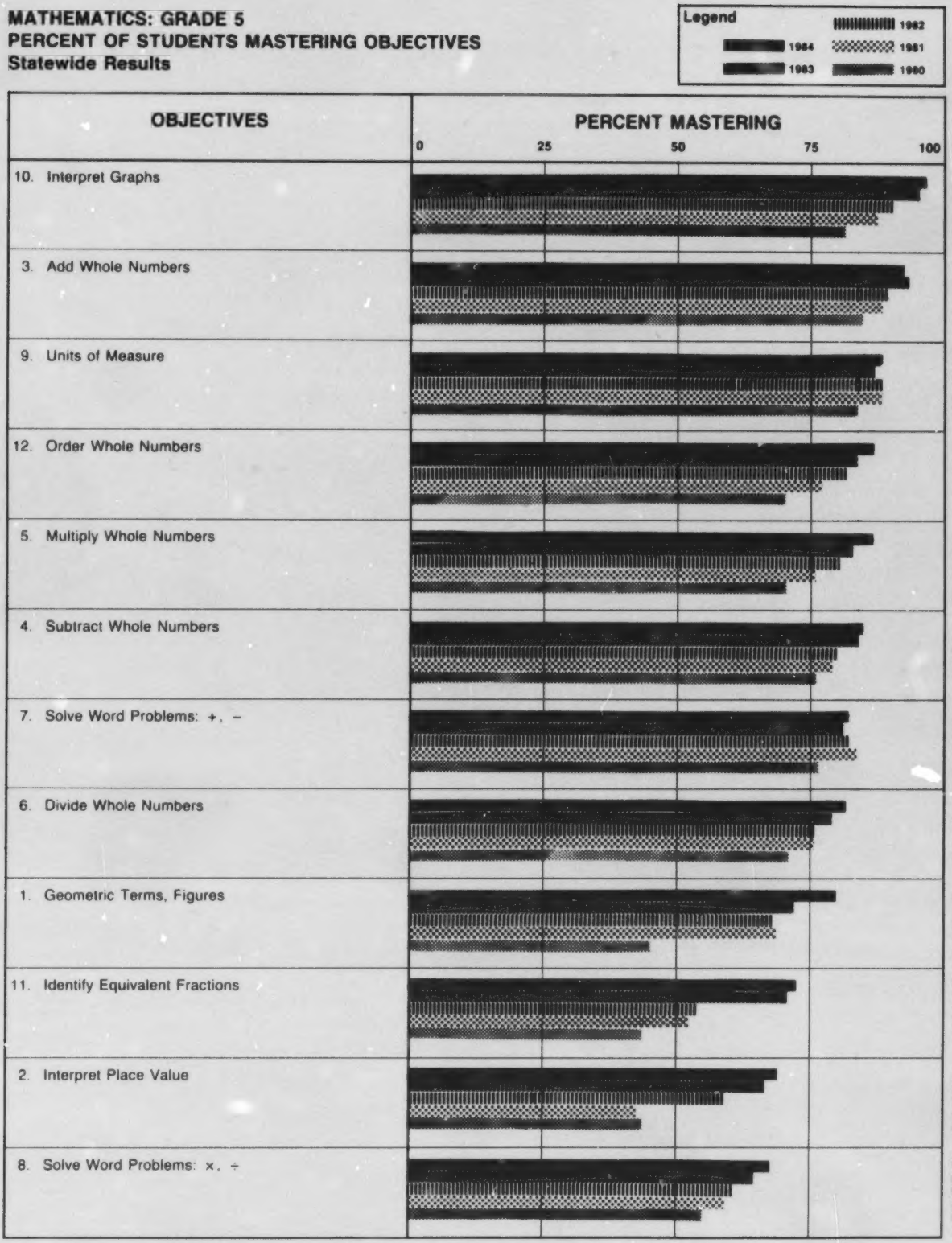


**Figure 4**

**READING: GRADE 5**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

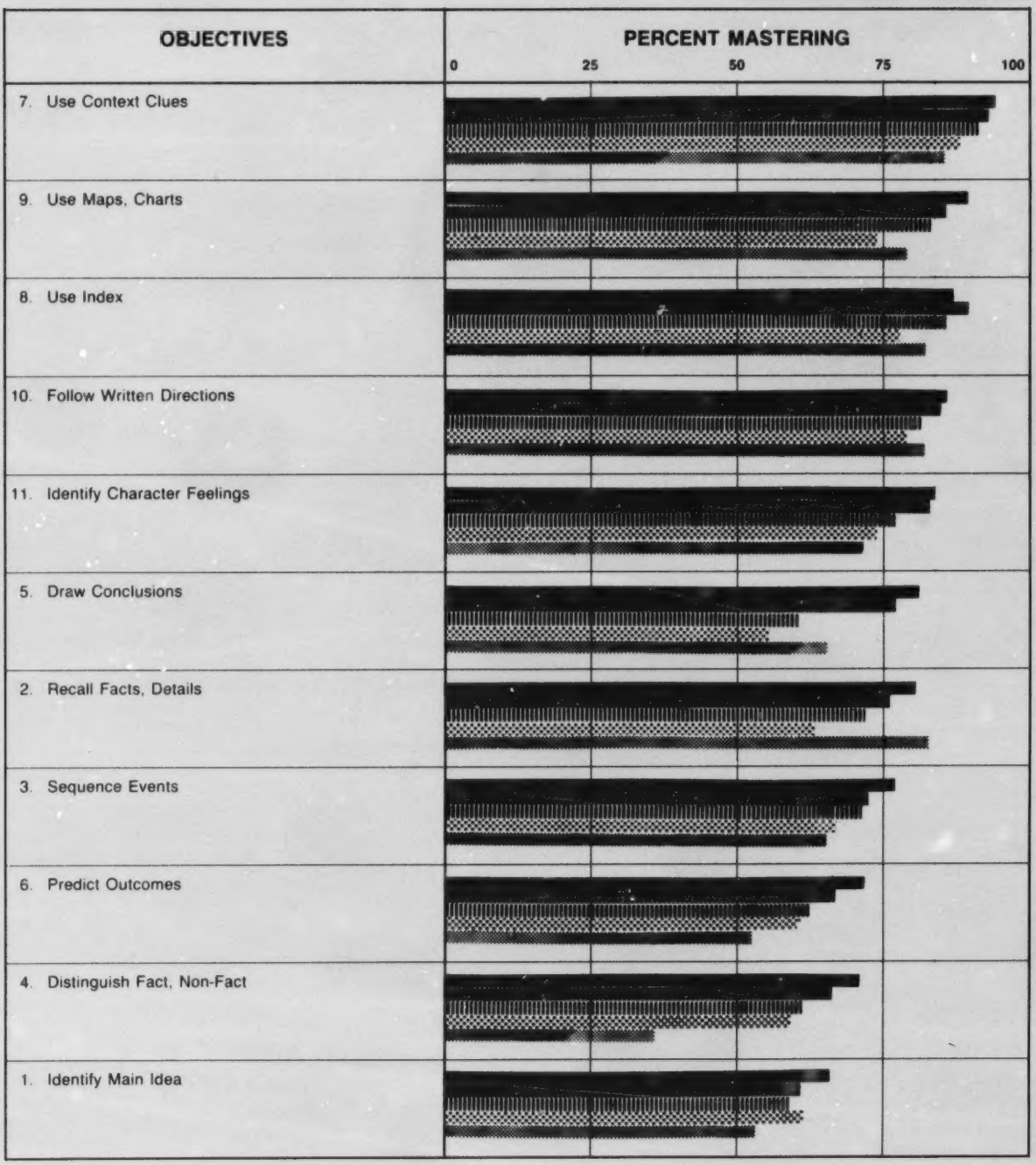


**Figure 5**

**WRITING: GRADE 5**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

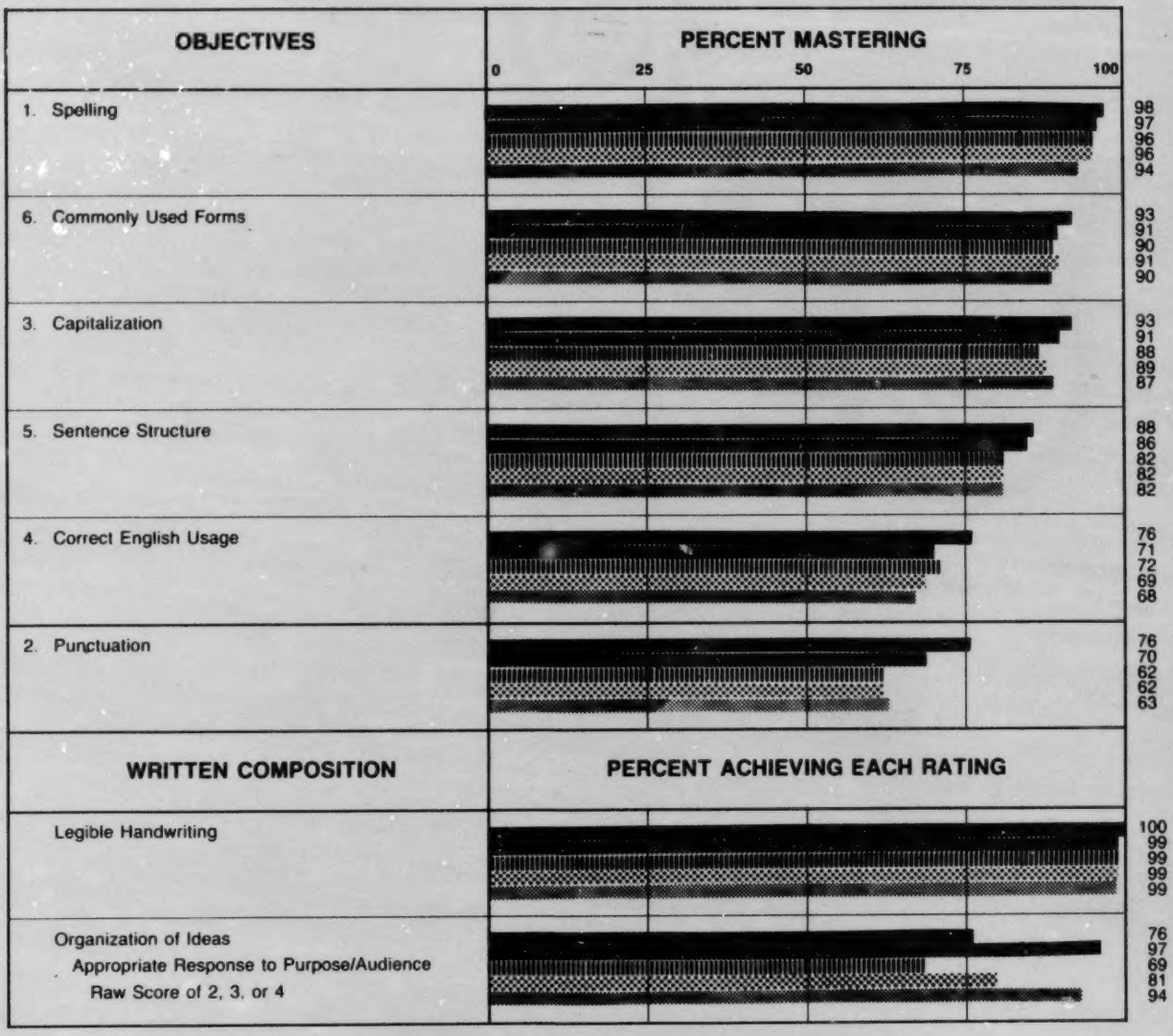


**Figure 6**

## Regional Results

Table XI shows the total number of fifth graders tested in 1984 and the percentages of students in each of the five ethnic groups for the state and for 20 education service center regions. Four regions are shown to have high percentages of ethnic minority students, while minority students constitute fewer than one-third of the fifth grade student population in nine regions.

Tables XII, XIII, and XIV show fifth grade student performance by region for each mathematics, reading, and writing objective. Fifth grade performance in 1984 was generally higher than in previous years in all regions for all objectives measured with multiple-choice test items. Fifth grade performance on the objectives measured with a written composition was lower for the state and for all regions than in 1983 due, primarily, to the increased quality standards which student writing was required to meet in 1984.

### TABLE XI

### GRADE 5
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR 20 EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 1 | 2 | 4 | 2 | 1 | 0 | 0 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 14 | 0 | 3 | 11 | 22 | 25 | 17 | 22 | 23 | 7 | 21 | 11 | 18 | 11 | 5 | 3 | 4 | 7 | 4 | 3 | 6 |
| Hispanic | 31 | 93 | 63 | 35 | 20 | 3 | 8 | 3 | 1 | 8 | 13 | 9 | 12 | 27 | 21 | 40 | 21 | 41 | 40 | 77 | 60 |
| White (Not of Hispanic Origin) | 54 | 7 | 34 | 52 | 53 | 70 | 74 | 74 | 75 | 84 | 62 | 77 | 68 | 61 | 73 | 56 | 73 | 50 | 55 | 20 | 33 |
| Total Numbers Tested* | 221,691 | 15.8 | 8.0 | 3.8 | 46.6 | 5.9 | 7.1 | 10.5 | 3.7 | 2.8 | 28.9 | 17.9 | 7.2 | 11.0 | 3.4 | 3.5 | 5.5 | 5.8 | 5.8 | 9.5 | 18.9 |

*Numbers tested in thousands (000) for each region.

TABLE XII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

ORT DATE: MAY 1984

E OF TESTING: FEBRUARY 1984

DE: 05

| TEMIDE | NO. OF STUDENTS TESTED | 1. IDENTIFY GEOMETRIC TERMS, FIGURES | 2. INTERPRET PLACE VALUE | 3. ADD WHOLE NUMBERS | 4. SUBTRACT WHOLE NUMBERS | 5. MULTIPLY WHOLE NUMBERS | 6. DIVIDE WHOLE NUMBERS | 7. SOLVE WORD PROBLEMS | 8. SOLVE WORD PROBLEMS: +, - | 9. SELECT UNITS OF MEASURE | 10. INTERPRET GRAPHS | 11. IDENTIFY EQUIVALENT FRACTIONS | 12. ORDER WHOLE NUMBERS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C REGIONS | | | | | | | | | | | | | |
| ION 1 | 15720 | 72 | 55 | 93 | 84 | 87 | 78 | 78 | 57 | 81 | 93 | 58 | 80 |
| ION 4 | 7960 | 82 | 66 | 92 | 84 | 85 | 79 | 81 | 63 | 86 | 97 | 71 | 86 |
| ION 3 | 2757 | 84 | 70 | 92 | 86 | 90 | 83 | 84 | 71 | 90 | 97 | 77 | 88 |
| ION 2 | 46105 | 82 | 72 | 95 | 86 | 89 | 85 | 85 | 72 | 90 | 97 | 74 | 88 |
| ION 5 | 5803 | 83 | 69 | 94 | 87 | 90 | 85 | 85 | 72 | 90 | 98 | 75 | 90 |
| ION 6 | 7077 | 81 | 68 | 91 | 84 | 87 | 82 | 80 | 68 | 89 | 97 | 72 | 88 |
| ION 7 | 10384 | 82 | 70 | 93 | 88 | 91 | 86 | 83 | 69 | 90 | 98 | 75 | 89 |
| ION 8 | 3639 | 80 | 65 | 92 | 84 | 90 | 84 | 82 | 67 | 89 | 97 | 74 | 89 |
| ION 9 | 2769 | 82 | 72 | 91 | 86 | 88 | 83 | 84 | 69 | 91 | 99 | 75 | 89 |
| ION 10 | 28612 | 85 | 74 | 93 | 87 | 90 | 85 | 86 | 73 | 91 | 98 | 77 | 90 |
| ION 11 | 17664 | 83 | 70 | 93 | 86 | 88 | 84 | 84 | 72 | 90 | 98 | 76 | 88 |
| ION 12 | 7110 | 84 | 71 | 93 | 87 | 90 | 83 | 83 | 70 | 91 | 97 | 76 | 90 |
| ION 13 | 10961 | 82 | 70 | 92 | 86 | 87 | 80 | 82 | 69 | 91 | 97 | 73 | 90 |
| ION 14 | 3374 | 83 | 71 | 92 | 86 | 88 | 82 | 83 | 70 | 91 | 97 | 77 | 89 |
| ION 15 | 3425 | 77 | 66 | 92 | 86 | 89 | 81 | 81 | 67 | 85 | 96 | 72 | 85 |
| ION 16 | 5372 | 85 | 74 | 94 | 89 | 91 | 87 | 86 | 73 | 93 | 98 | 77 | 91 |
| ION 17 | 5735 | 80 | 68 | 92 | 85 | 88 | 83 | 83 | 68 | 89 | 98 | 71 | 89 |
| ION 18 | 5726 | 78 | 64 | 91 | 84 | 87 | 80 | 80 | 63 | 88 | 96 | 68 | 86 |
| ION 19 | 3439 | 77 | 60 | 91 | 83 | 86 | 79 | 77 | 61 | 90 | 95 | 65 | 84 |
| ION 20 | 18718 | 82 | 67 | 93 | 84 | 86 | 78 | 82 | 64 | 88 | 96 | 70 | 86 |
| ATEMIDE TOTALS | 219350 | 81 | 69 | 93 | 86 | 88 | 83 | 83 | 68 | 89 | 97 | 73 | 88 |

TABLE XIII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

PORT DATE: MAY 1984

TE OF TESTING: FEBRUARY 1984

ADE: 05

| | NO. OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. RECALL FACTS, DETAILS | 3. SEQUENCE EVENTS | 4. DISTINGUISH FACT, NON-FACT | 5. DRAW CONCLUSIONS | 6. PREDICT OUTCOMES | 7. USE CONTEXT CLUES | 8. USE INDEX | 9. USE MAPS, CHARTS | 10. FOLLOW WRITTEN DIRECTIONS | 11. IDENTIFY CHARACTER FEELINGS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TATEWIDE | | | | | | | | | | | | |
| SC REGIONS | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
| EGION 1 | 15627 | 48 | 67 | 64 | 55 | 67 | 56 | 84 | 79 | 81 | 77 | 70 |
| EGION 2 | 7044 | 62 | 79 | 75 | 69 | 81 | 68 | 95 | 86 | 89 | 85 | 83 |
| EGION 3 | 3741 | 67 | 82 | 80 | 71 | 84 | 72 | 97 | 89 | 91 | 88 | 87 |
| EGION 4 | 45434 | 71 | 83 | 80 | 75 | 84 | 75 | 96 | 90 | 91 | 88 | 87 |
| EGION 5 | 5736 | 71 | 84 | 82 | 76 | 85 | 75 | 97 | 90 | 91 | 89 | 89 |
| EGION 6 | 7001 | 66 | 81 | 78 | 74 | 83 | 71 | 97 | 88 | 89 | 87 | 85 |
| EGION 7 | 10252 | 69 | 84 | 81 | 73 | 85 | 74 | 97 | 89 | 90 | 89 | 88 |
| EGION 8 | 3603 | 68 | 82 | 80 | 70 | 84 | 73 | 97 | 88 | 90 | 87 | 87 |
| EGION 9 | 2755 | 68 | 84 | 79 | 77 | 86 | 76 | 99 | 90 | 93 | 88 | 88 |
| EGION 10 | 28111 | 71 | 84 | 81 | 76 | 85 | 76 | 97 | 90 | 91 | 90 | 88 |
| EGION 11 | 17428 | 69 | 83 | 80 | 77 | 85 | 76 | 97 | 89 | 91 | 88 | 88 |
| EGION 12 | 7036 | 70 | 84 | 79 | 73 | 85 | 73 | 97 | 88 | 91 | 88 | 87 |
| EGION 13 | 10816 | 69 | 83 | 80 | 72 | 85 | 74 | 97 | 88 | 91 | 87 | 88 |
| EGION 14 | 3311 | 67 | 84 | 78 | 71 | 85 | 73 | 97 | 87 | 91 | 87 | 87 |
| EGION 15 | 3381 | 63 | 78 | 75 | 66 | 81 | 69 | 94 | 85 | 89 | 84 | 82 |
| EGION 16 | 5337 | 71 | 84 | 81 | 77 | 87 | 77 | 97 | 90 | 92 | 90 | 89 |
| EGION 17 | 5667 | 66 | 81 | 76 | 71 | 83 | 72 | 97 | 88 | 90 | 86 | 86 |
| EGION 18 | 5721 | 64 | 78 | 75 | 68 | 81 | 68 | 95 | 85 | 88 | 84 | 83 |
| EGION 19 | 9300 | 55 | 73 | 70 | 63 | 74 | 63 | 91 | 83 | 85 | 81 | 78 |
| EGION 20 | 18294 | 64 | 78 | 76 | 65 | 79 | 68 | 93 | 86 | 89 | 86 | 83 |
| TATEWIDE TOTALS | 216515 | 66 | 81 | 78 | 71 | 82 | 72 | 95 | 88 | 90 | 87 | 85 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

WRITING
STUDENTS DEMONSTRATING MASTERY
1. SPELLING
2. PUNCTUATION
3. CAPITALIZATION
4. CORRECT ENGLISH USAGE
5. SENTENCE STRUCTURE
6. COMMONLY USED FORMS

WRITTEN COMPOSITION
STUDENTS PERFORMING AT EACH LEVEL
HANDWRITING
A ACCEPTABLE
B HARD TO READ
C ILLEGIBLE
D NOT RATABLE

ORGANIZATION OF IDEAS
APPROPRIATE RESPONSE
4 RAW SCORE OF 4
3 RAW SCORE OF 3
2 RAW SCORE OF 2
1 RAW SCORE OF 1
0 RAW SCORE OF 0

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

| ESC REGIONS | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | A | B | C | D | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| REGION 1 | 15580 | 95 | 66 | 88 | 62 | 80 | 87 | 96 | 3 | 0 | 1 | 1 | 11 | 55 | 31 | 1 |
| REGION 2 | 7834 | 98 | 74 | 93 | 76 | 86 | 92 | 98 | 2 | 0 | 0 | 2 | 15 | 58 | 25 | 1 |
| REGION 3 | 3736 | 99 | 79 | 94 | 77 | 88 | 94 | 99 | 1 | 0 | 0 | 2 | 16 | 58 | 24 | 1 |
| REGION 4 | 45512 | 98 | 78 | 94 | 76 | 88 | 94 | 98 | 1 | 0 | 1 | 2 | 20 | 56 | 21 | 1 |
| REGION 5 | 5741 | 99 | 80 | 94 | 75 | 90 | 95 | 98 | 1 | 0 | 0 | 2 | 19 | 58 | 20 | 1 |
| REGION 6 | 6989 | 98 | 75 | 93 | 75 | 88 | 93 | 98 | 2 | 0 | 0 | 2 | 19 | 56 | 22 | 1 |
| REGION 7 | 10236 | 99 | 78 | 94 | 77 | 90 | 95 | 98 | 2 | 0 | 0 | 2 | 19 | 56 | 23 | 1 |
| REGION 8 | 3589 | 99 | 76 | 93 | 74 | 90 | 94 | 97 | 2 | 0 | 0 | 2 | 16 | 59 | 23 | 1 |
| REGION 9 | 2738 | 99 | 78 | 94 | 80 | 90 | 95 | 98 | 1 | 0 | 0 | 2 | 17 | 57 | 24 | 0 |
| REGION 10 | 28018 | 99 | 80 | 95 | 79 | 91 | 95 | 98 | 2 | 0 | 0 | 2 | 20 | 55 | 23 | 1 |
| REGION 11 | 17400 | 98 | 77 | 94 | 79 | 89 | 94 | 98 | 2 | 0 | 1 | 2 | 21 | 56 | 20 | 1 |
| REGION 12 | 6971 | 99 | 78 | 94 | 76 | 89 | 94 | 98 | 1 | 0 | 0 | 2 | 18 | 57 | 22 | 1 |
| REGION 13 | 10796 | 98 | 77 | 93 | 80 | 88 | 94 | 98 | 1 | 0 | 1 | 3 | 22 | 55 | 18 | 1 |
| REGION 14 | 3307 | 98 | 77 | 94 | 79 | 88 | 94 | 98 | 1 | 0 | 0 | 1 | 19 | 59 | 22 | 1 |
| REGION 15 | 3390 | 97 | 73 | 91 | 76 | 85 | 92 | 96 | 3 | 0 | 1 | 1 | 17 | 55 | 25 | 1 |
| REGION 16 | 5279 | 99 | 79 | 95 | 81 | 89 | 95 | 98 | 2 | 0 | 0 | 2 | 19 | 58 | 21 | 1 |
| REGION 17 | 5656 | 99 | 73 | 93 | 74 | 87 | 93 | 97 | 3 | 0 | 0 | 1 | 18 | 59 | 21 | 1 |
| REGION 18 | 5656 | 97 | 71 | 91 | 75 | 85 | 92 | 96 | 2 | 0 | 0 | 1 | 17 | 55 | 26 | 1 |
| REGION 19 | 9265 | 97 | 75 | 92 | 71 | 86 | 91 | 98 | 1 | 0 | 1 | 1 | 19 | 56 | 25 | 1 |
| REGION 20 | 18290 | 98 | 73 | 92 | 75 | 86 | 93 | 97 | 2 | 0 | 0 | 2 | 16 | 55 | 26 | 1 |
| STATEWIDE TOTALS | 215983 | 98 | 76 | 93 | 76 | 88 | 93 | 98 | 2 | 0 | 1 | 2 | 18 | 56 | 23 | 1 |

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# SECTION VI

## Grade 9 Student Performance

### Statewide Results

On each figure showing ninth grade student performance, a vertical broken line denotes the 85 percent level of mastery. This line reflects long-range goals for strengthening student performance in mathematics, reading, and writing. Figures 7, 8, and 9 show the statewide percentages of ninth grade students mastering each objective and mastering the total tests in mathematics, reading, and writing, respectively, for each of the five years, 1980 through 1984. The objectives are arranged in descending order according to student performance on the 1984 tests.

#### Mathematics

In 1984, 85 percent or more of the ninth grade students demonstrated mastery of six of the eleven mathematics objectives. For the remaining five objectives, student mastery percentages for 1984 ranged from six percentage points above those percentages attained in previous years to two percentage points below. Eighty-two percent of the ninth graders mastered the total mathematics test in 1984. This is the highest percent mastery achieved by ninth graders on the total mathematics test since TABS testing was initiated in 1980.

#### Reading

Four of the eleven exit level reading objectives were mastered by 85 percent or more of the ninth grade students in 1984. The mastery percentages attained by ninth grade students on the remaining seven objectives were all within the narrow range of 78 percent to 84 percent. The total reading test was mastered by 86 percent of the ninth graders in 1984. This is the highest percent mastery achieved by ninth grade students in reading since TABS testing was initiated, six points above 1983 performance and sixteen points higher than that for 1980.

#### Writing

Eighty-five percent or more of the ninth grade students mastered four of the six writing objectives measured with multiple-choice test items. One of the remaining two objectives was mastered by 80 percent of the students, two points higher than for 1983. The other objective was mastered by 69 percent of the ninth graders, one point lower than for 1983. Seventy-two percent of the students attained a mastery score of 2, 3, or 4 on the written composition in 1984, a decline of 24 points from the 96 percent mastery attained in 1983. This apparent decline in performance on the composition is attributed primarily to the higher quality standards, initiated in 1984, which student writing was required to meet. Seventy percent of the ninth grade students mastered the total writing test in 1984. This is a decline of 20 points from the 90 percent mastery attained in 1983. Since performance on the written composition is a major component of the total writing test score (approximately 60 percent), the decline in total test mastery percentages is directly related to the increase in quality standards required for the compositions in 1984.

#### Total Test Mastery/Non-Mastery

Table XV shows the numbers of ninth grade students by sex and ethnicity who were administered the exit level TABS tests (mathematics, reading, and writing). Also shown are the percentages of ninth graders in each student group that mastered all three of the exit level tests, the percentages of students that mastered one or two of the tests, and the percentages that failed to master any of the exit level tests. In 1985, students who did not master all three tests in 1984 will be required to retake the test or tests not mastered. For 1984, larger proportions of male students than female students, and larger proportions of ethnic minority students than white

students did not meet the established criteria for mastery of the exit level tests.

Although 1983 performance figures are not contained in Table XV, it is important to note that the percentages of all ninth graders and of each student group shown to have mastered all of the three tests in 1984 are lower than for 1983. For example, 68 percent of all ninth grade students mastered all three tests in 1983, while 60 percent mastered all three in 1984. This apparent decline in overall student performance is attributed to the higher quality standards that student writing was required to meet in 1984. The higher standards resulted in lower scores on the written composition in 1984 and, in turn, caused a decrease in the percent of students that mastered the total writing test (i.e., 90 percent mastered the total writing test in 1983 and 70 percent mastered the total test in 1984).

**EXIT LEVEL MATHEMATICS: GRADE 9**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

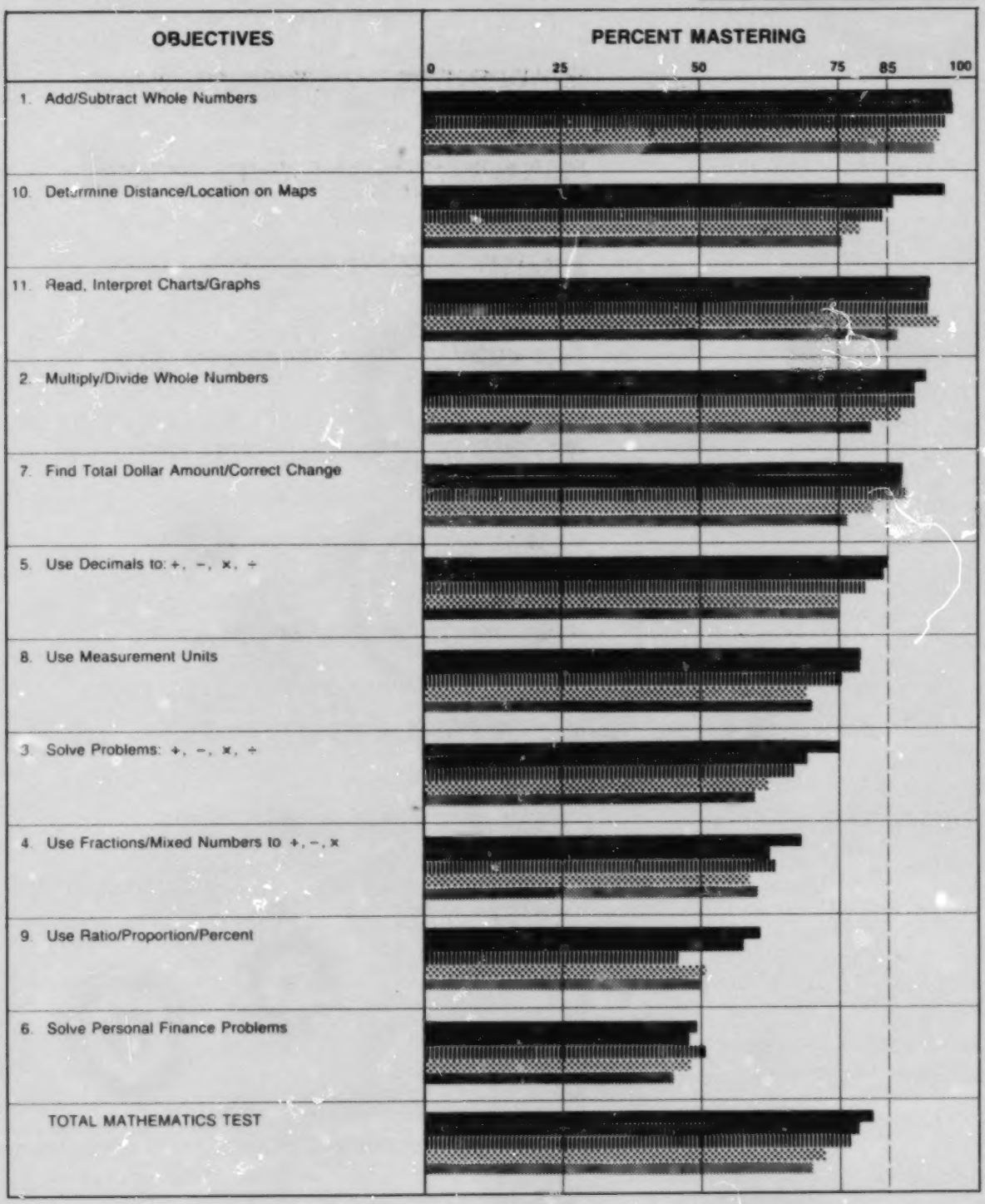


**Figure 7**

**EXIT LEVEL READING: GRADE 9**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

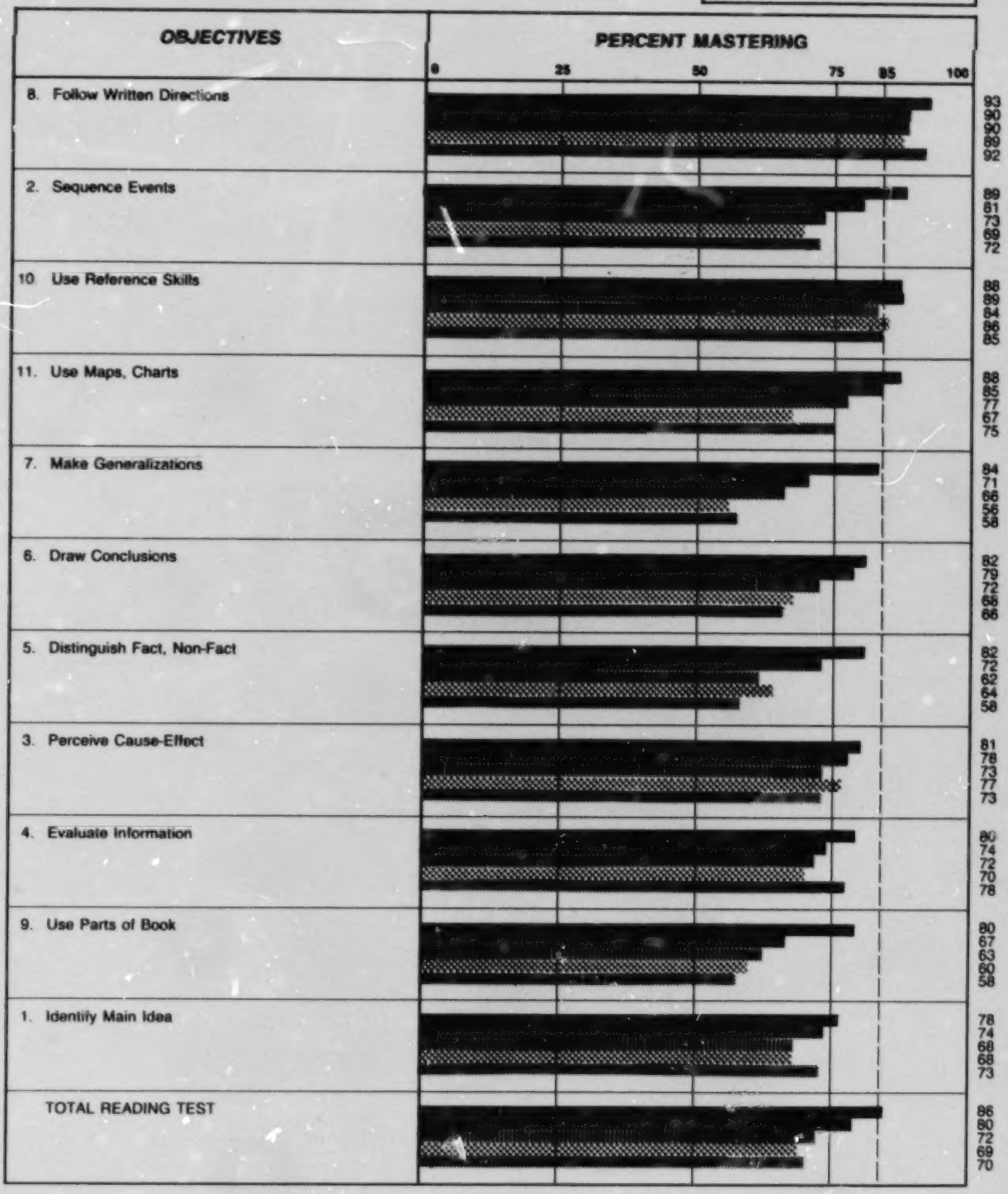


**Figure 8**

**EXIT LEVEL WRITING: GRADE 9**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

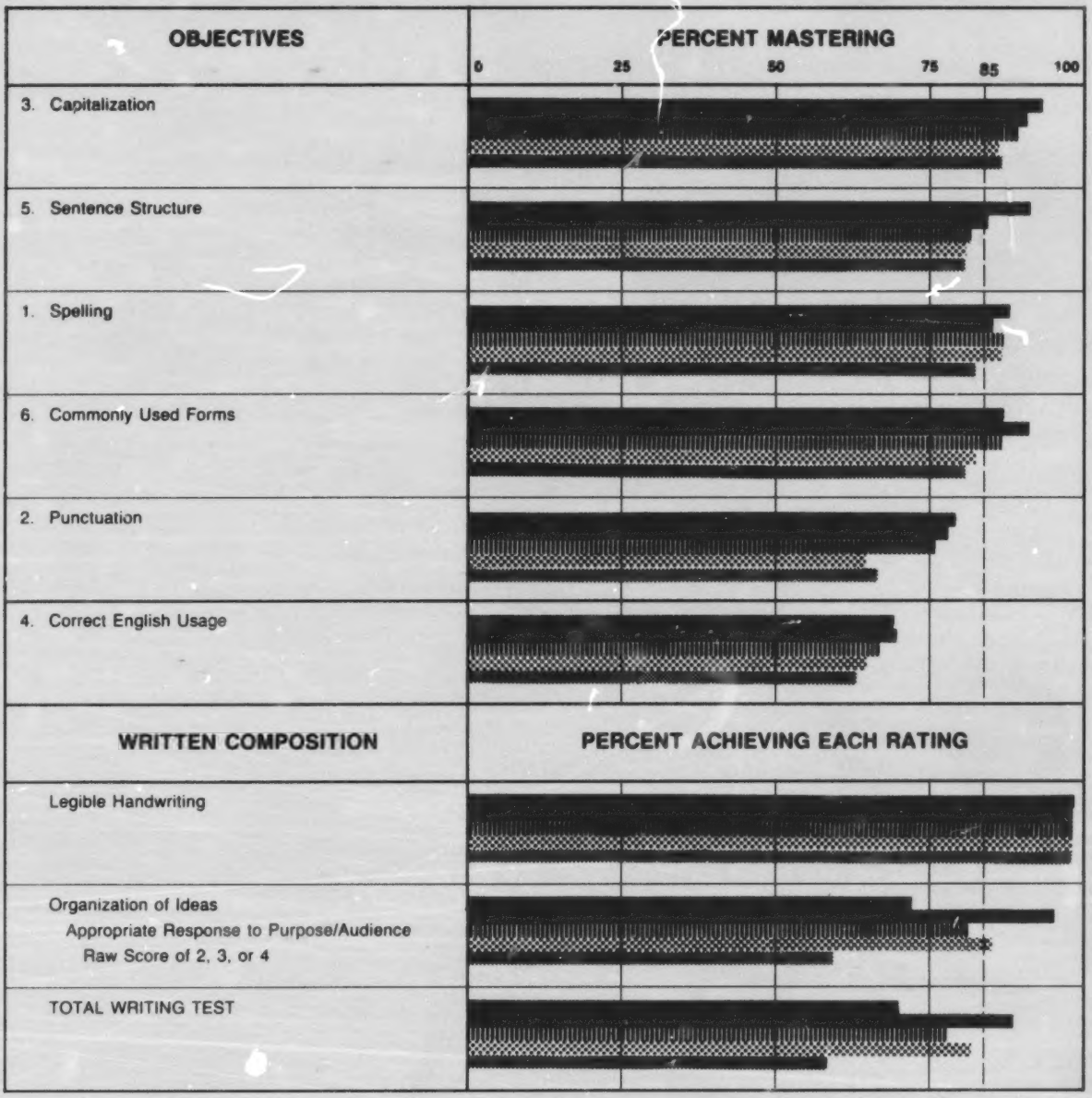


**Figure 9**

**TABLE XV**

**Grade 9**

**NUMBERS OF STUDENTS TESTED AND PERCENTAGES MASTERING/FAILING TO MASTER THE TOTAL TESTS IN MATHEMATICS, READING, AND WRITING**

| | All Ninth Graders | Male | Female | Black | Hispanic | White |
|---|---|---|---|---|---|---|
| l Numbers Tested | 226,195 | 116,054 | 110,141 | 30,391 | 60,398 | 131,154 |
| cent Mastering All Three sts | 60% | 56% | 65% | 39% | 48% | 71% |
| cent Mastering One or o of the Three Tests | 33% | 36% | 29% | 46% | 40% | 26% |
| cent Failing to Master Any the Three Tests | 7% | 8% | 6% | 15% | 12% | 3% |

## Regional Results

Table XVI shows the total number of ninth grade students tested and the percentages of students in each of the five ethnic groups for the state and for each of the 20 education service center regions of the state. Examination of this table shows that in four of the regions more than 60 percent of the ninth grade students tested were ethnic minority students. For seven regions, the total numbers of ninth grade students tested consisted of 25 percent or fewer minority students.

Tables XVII, XVIII, and XIX display the percentages of students mastering each objective for each region. Ninth grade student performance in mathematics and reading shows general improvement in all regions of the state. The percentages of ninth graders attaining mastery of the total tests in mathematics and reading in 1984 were higher in all 20 regions than for any year since TABS testing was initiated in 1980. The performance of ninth grade students on those writing objectives measured with multiple-choice test items was also generally higher than in previous years. However, student performance on the objectives measured by a written composition were lower in 1984 than in 1983. Since approximately 60 percent of the total writing score is derived from the written composition, the percentages of ninth graders mastering the total writing test in 1984 was also lower than in 1983. The apparent decline in ninth grade writing performance is primarily the result of the higher quality standards which student compositions were required to meet in 1984.

### TABLE XVI

### GRADE 9
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR 20 EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 1 | 1 | 4 | 1 | 1 | 0 | 0 | 1 | 2 | 2 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 13 | 0 | 3 | 11 | 21 | 26 | 15 | 20 | 23 | 8 | 22 | 11 | 17 | 10 | 5 | 3 | 4 | 7 | 6 | 3 | 6 |
| Hispanic | 27 | 90 | 58 | 30 | 17 | 3 | 6 | 2 | 1 | 8 | 10 | 7 | 9 | 22 | 19 | 39 | 17 | 37 | 34 | 73 | 56 |
| White (Not of Hispanic Origin) | 58 | 9 | 38 | 58 | 58 | 70 | 78 | 77 | 76 | 82 | 66 | 79 | 72 | 67 | 75 | 58 | 77 | 55 | 59 | 23 | 37 |
| Total Numbers Tested* | 226,195 | 14.5 | 7.4 | 3.9 | 46.6 | 6.4 | 7.4 | 10.6 | 4.0 | 2.8 | 30.9 | 19.4 | 7.0 | 12.4 | 3.5 | 3.6 | 5.5 | 5.6 | 5.4 | 9.6 | 19.7 |

*Numbers tested in thousands (000) for each region.

TABLE XVII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

PORT DATE: MAY 1984

TE OF TESTING: FEBRUARY 1984

ADE: 09-EXIT LEVEL

| ATEWIDE | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, ÷ WHOLE NUMBERS | 4. USE FRACTIONS/MIXED NOS; +, -, X, ÷ | 5. USE DECIMALS; +, -, X, ÷ | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | X STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SC REGIONS | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | X |
| EGION 1 | 14050 | 96 | 89 | 64 | 57 | 82 | 36 | 85 | 70 | 51 | 93 | 86 | 74 |
| EGION 2 | 7364 | 97 | 91 | 73 | 67 | 84 | 45 | 87 | 78 | 58 | 95 | 92 | 81 |
| EGION 3 | 3874 | 97 | 92 | 73 | 71 | 88 | 49 | 89 | 79 | 60 | 95 | 94 | 85 |
| EGION 4 | 44025 | 96 | 91 | 77 | 70 | 86 | 50 | 88 | 81 | 63 | 95 | 93 | 84 |
| EGION 5 | 6356 | 96 | 91 | 73 | 67 | 84 | 46 | 87 | 77 | 59 | 94 | 92 | 81 |
| EGION 6 | 7284 | 96 | 90 | 76 | 67 | 84 | 51 | 88 | 80 | 61 | 95 | 93 | 83 |
| EGION 7 | 10560 | 96 | 90 | 75 | 66 | 83 | 48 | 87 | 78 | 58 | 95 | 93 | 81 |
| EGION 8 | 3926 | 96 | 90 | 74 | 67 | 85 | 47 | 88 | 78 | 59 | 94 | 91 | 80 |
| EGION 9 | 2786 | 98 | 93 | 79 | 68 | 86 | 53 | 88 | 84 | 72 | 95 | 96 | 85 |
| EGION 10 | 30379 | 96 | 91 | 78 | 72 | 87 | 56 | 89 | 81 | 68 | 96 | 92 | 85 |
| EGION 11 | 19167 | 95 | 89 | 77 | 69 | 85 | 53 | 86 | 81 | 62 | 96 | 93 | 83 |
| EGION 12 | 6961 | 96 | 92 | 77 | 70 | 86 | 55 | 89 | 84 | 67 | 97 | 96 | 86 |
| EGION 13 | 12283 | 97 | 91 | 78 | 70 | 86 | 55 | 89 | 82 | 64 | 96 | 93 | 85 |
| EGION 14 | 2436 | 97 | 92 | 79 | 69 | 86 | 55 | 89 | 83 | 67 | 97 | 96 | 87 |
| EGION 15 | 3504 | 96 | 91 | 74 | 69 | 87 | 49 | 88 | 79 | 62 | 95 | 93 | 83 |
| EGION 16 | 5430 | 97 | 93 | 79 | 75 | 88 | 54 | 89 | 84 | 65 | 96 | 94 | 87 |
| EGION 17 | 8468 | 97 | 91 | 74 | 68 | 86 | 47 | 87 | 78 | 59 | 95 | 92 | 82 |
| EGION 18 | 5346 | 96 | 90 | 74 | 65 | 85 | 48 | 86 | 78 | 60 | 95 | 93 | 81 |
| EGION 19 | 9369 | 96 | 91 | 69 | 63 | 87 | 42 | 89 | 77 | 58 | 95 | 89 | 80 |
| EGION 20 | 19272 | 96 | 89 | 72 | 63 | 83 | 46 | 87 | 76 | 59 | 95 | 92 | 79 |
| TATEWIDE TOTALS | 222810 | 96 | 91 | 75 | 68 | 85 | 49 | 88 | 79 | 61 | 95 | 92 | 82 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | % STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESC REGIONS | | | | | | | | | | | | | |
| REGION 1 | 14070 | 65 | 81 | 71 | 64 | 67 | 67 | 73 | 89 | 66 | 81 | 82 | 72 |
| REGION 2 | 7295 | 78 | 90 | 84 | 79 | 81 | 82 | 84 | 93 | 77 | 88 | 89 | 86 |
| REGION 3 | 16735 | 79 | 92 | 83 | 82 | 84 | 84 | 87 | 94 | 81 | 90 | 89 | 88 |
| REGION 4 | 45972 | 78 | 90 | 82 | 81 | 84 | 82 | 84 | 94 | 82 | 89 | 89 | 87 |
| REGION 5 | 6260 | 79 | 91 | 81 | 82 | 84 | 84 | 86 | 94 | 81 | 88 | 87 | 87 |
| REGION 6 | 7214 | 79 | 92 | 83 | 82 | 84 | 85 | 86 | 94 | 81 | 89 | 89 | 87 |
| REGION 7 | 10419 | 81 | 91 | 83 | 84 | 85 | 85 | 87 | 94 | 81 | 90 | 88 | 89 |
| REGION 8 | 5888 | 79 | 91 | 82 | 83 | 81 | 84 | 87 | 92 | 80 | 88 | 88 | 87 |
| REGION 9 | 2753 | 82 | 92 | 83 | 85 | 86 | 86 | 87 | 94 | 85 | 90 | 90 | 90 |
| REGION 10 | 30048 | 79 | 90 | 82 | 81 | 84 | 83 | 84 | 94 | 82 | 89 | 89 | 87 |
| REGION 11 | 18859 | 81 | 91 | 82 | 85 | 84 | 84 | 86 | 94 | 84 | 88 | 90 | 88 |
| REGION 12 | 6832 | 81 | 91 | 83 | 84 | 85 | 86 | 87 | 95 | 83 | 90 | 90 | 89 |
| REGION 13 | 12338 | 82 | 91 | 83 | 84 | 85 | 85 | 86 | 94 | 84 | 90 | 90 | 88 |
| REGION 14 | 4486 | 82 | 91 | 83 | 85 | 85 | 87 | 88 | 95 | 82 | 91 | 90 | 90 |
| REGION 15 | 3490 | 78 | 90 | 81 | 80 | 82 | 83 | 84 | 93 | 79 | 89 | 88 | 86 |
| REGION 16 | 5382 | 82 | 92 | 83 | 86 | 84 | 86 | 88 | 95 | 84 | 91 | 89 | 90 |
| REGION 17 | 5256 | 78 | 90 | 80 | 81 | 80 | 82 | 84 | 93 | 79 | 88 | 88 | 85 |
| REGION 18 | 5439 | 79 | 89 | 82 | 81 | 81 | 83 | 84 | 93 | 78 | 88 | 88 | 86 |
| REGION 19 | 3322 | 73 | 85 | 75 | 73 | 76 | 76 | 79 | 92 | 75 | 86 | 85 | 80 |
| REGION 20 | 19071 | 76 | 88 | 79 | 76 | 79 | 79 | 81 | 93 | 76 | 87 | 88 | 83 |
| STATEWIDE TOTALS | 220907 | 78 | 89 | 81 | 80 | 82 | 82 | 84 | 93 | 80 | 88 | 88 | 86 |

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TABLE XIX

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY | | | | | | HANDWRITING | | | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL | | | | | | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE | | | | | | STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | % |
| ESC REGIONS | | | | | | | | | | | | | | | | | | | | | | | |
| REGION 1 | 13694 | 80 | 72 | 92 | 52 | 88 | 81 | 97 | 0 | 0 | 2 | 0 | 7 | 57 | 31 | 4 | 63 |
| REGION 2 | 7235 | 89 | 78 | 95 | 67 | 91 | 89 | 99 | 0 | 0 | 1 | 1 | 13 | 63 | 22 | 2 | 75 |
| REGION 3 | 3813 | 92 | 82 | 95 | 68 | 93 | 90 | 100 | 0 | 0 | 0 | 0 | 10 | 65 | 25 | 1 | 75 |
| REGION 4 | 45376 | 90 | 81 | 94 | 70 | 93 | 88 | 98 | 0 | 0 | 2 | 1 | 11 | 58 | 27 | 2 | 69 |
| REGION 5 | 6216 | 91 | 79 | 95 | 66 | 92 | 89 | 99 | 0 | 0 | 1 | 1 | 14 | 59 | 24 | 2 | 72 |
| REGION 6 | 7153 | 90 | 81 | 95 | 68 | 92 | 92 | 99 | 0 | 0 | 1 | 1 | 11 | 57 | 30 | 1 | 68 |
| REGION 7 | 10329 | 91 | 81 | 95 | 68 | 93 | 90 | 99 | 0 | 0 | 0 | 1 | 11 | 59 | 28 | 1 | 69 |
| REGION 8 | 3865 | 90 | 81 | 94 | 68 | 92 | 91 | 99 | 0 | 0 | 0 | 1 | 10 | 62 | 26 | 1 | 71 |
| REGION 9 | 2746 | 91 | 82 | 94 | 70 | 94 | 90 | 99 | 0 | 0 | 0 | 0 | 9 | 63 | 28 | 1 | 68 |
| REGION 10 | 29709 | 90 | 84 | 94 | 74 | 93 | 90 | 98 | 0 | 0 | 2 | 1 | 12 | 59 | 25 | 3 | 71 |
| REGION 11 | 18770 | 90 | 81 | 94 | 74 | 93 | 89 | 98 | 0 | 0 | 1 | 1 | 10 | 62 | 25 | 2 | 72 |
| REGION 12 | 6805 | 91 | 81 | 95 | 70 | 93 | 92 | 99 | 0 | 0 | 1 | 1 | 9 | 63 | 26 | 1 | 72 |
| REGION 13 | 12175 | 91 | 83 | 95 | 76 | 93 | 90 | 99 | 0 | 0 | 1 | 1 | 11 | 62 | 24 | 2 | 73 |
| REGION 14 | 3358 | 91 | 84 | 96 | 72 | 93 | 91 | 99 | 0 | 0 | 0 | 1 | 11 | 65 | 22 | 1 | 75 |
| REGION 15 | 3421 | 91 | 83 | 95 | 69 | 93 | 89 | 99 | 0 | 0 | 0 | 1 | 17 | 62 | 18 | 2 | 79 |
| REGION 16 | 5353 | 91 | 82 | 95 | 72 | 92 | 92 | 99 | 0 | 0 | 1 | 1 | 11 | 59 | 27 | 1 | 70 |
| REGION 17 | 5383 | 91 | 78 | 95 | 67 | 92 | 88 | 99 | 0 | 0 | 0 | 1 | 11 | 61 | 25 | 1 | 72 |
| REGION 18 | 5274 | 89 | 80 | 94 | 67 | 93 | 88 | 99 | 0 | 0 | 1 | 0 | 10 | 66 | 23 | 1 | 74 |
| REGION 19 | 9082 | 85 | 76 | 92 | 62 | 91 | 84 | 98 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 3 | 70 |
| REGION 20 | 18716 | 87 | 77 | 94 | 65 | 90 | 88 | 98 | 0 | 0 | 1 | 1 | 11 | 57 | 28 | 2 | 68 |
| STATEWIDE TOTALS | 218473 | 89 | 80 | 94 | 69 | 92 | 88 | 98 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 2 | 70 |

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# SECTION VII

## Grade 10 Student Performance

House Bill 723, passed by the 68th Legislature in 1983, changed Section 16.176 of the Texas Education Code to require students who fail to demonstrate mastery of the exit level competencies in the ninth grade to "retake the assessment instrument each year the assessment instrument is administered." For the first time during the 1984 testing cycle, students in Grades 10, 11, and 12 who had not previously mastered one or more of the exit level tests (mathematics, reading, or writing) were required to retake the subject or subjects on which mastery had not been attained.*

### Statewide Results

Figures 10, 11, and 12 show the statewide percentages of tenth grade students mastering each objective in mathematics, reading, and writing, respectively, for 1981 (the first year that 10th graders were tested) through 1984. The objectives are arranged in descending order according to student performance in 1984. A vertical broken line marking the 85 percent level on each figure reflects long range objectives. Of the 31 objectives tested by the exit level tests, 10th grade performance in 1984 was equal to or higher than in 1983 for sixteen objectives and lower than in 1983 for fifteen objectives. Sixty percent of the 10th grade students attained mastery of the total mathematics test. This represents the highest mathematics mastery percentages yet attained by 10th graders, and a 4 point improvement over 1983 performance. The total reading test was mastered by 66 percent of the 10th grade students. This is also the highest percent of 10th grade students to have mastered the total reading test in any year and a 4 point improvement over 1983 performance. The mastery percentages attained by 10th grade students on five of the six writing objectives measured with multiple-choice test items were below those attained in 1983. For one objective, 1984 performance was higher than in 1983.

Forty-seven percent of the students attained a mastery score of 2, 3, or 4 on the written composition in 1984. This is a decline of 43 points from the level of performance attained in 1983. Tenth grade performance on the total writing test in 1984 was 35 points below the 1983 level, 81 percent mastery in 1983 and 46 percent mastery in 1984. The rather steep decline in the percent of students attaining a mastery score on the written composition from 1983 to 1984 is attributed, in part, to the higher quality standards which compositions were required to meet in 1984. Since the written composition accounts for approximately 60 percent of the total writing test score, a decrease in the percent of students mastering the written composition would also be reflected by a decrease in the percent of students mastering the total test.

* Since the TABS program was initiated, it has been the policy for many school districts to require students who failed to master one or more of the TABS tests as ninth graders to retest in subsequent years; however, a number of districts did not have such a policy prior to 1984. With the advent of mandatory retesting in 1984, it is now possible to estimate more accurately the numbers of high school students in the state who have not mastered the exit level TABS tests.

**EXIT LEVEL MATHEMATICS: GRADE 10**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

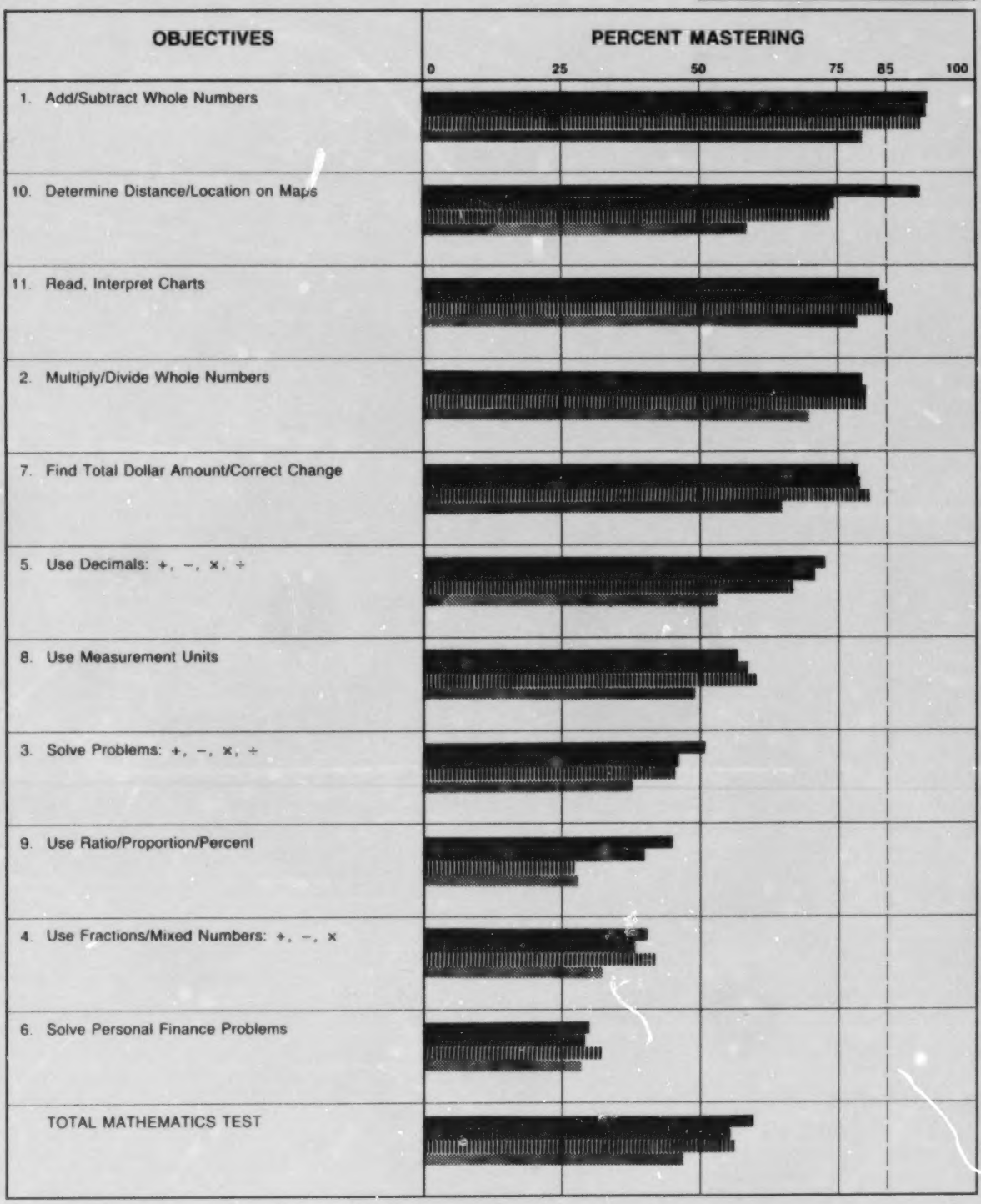


**Figure 10**

**EXIT LEVEL READING: GRADE 10**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

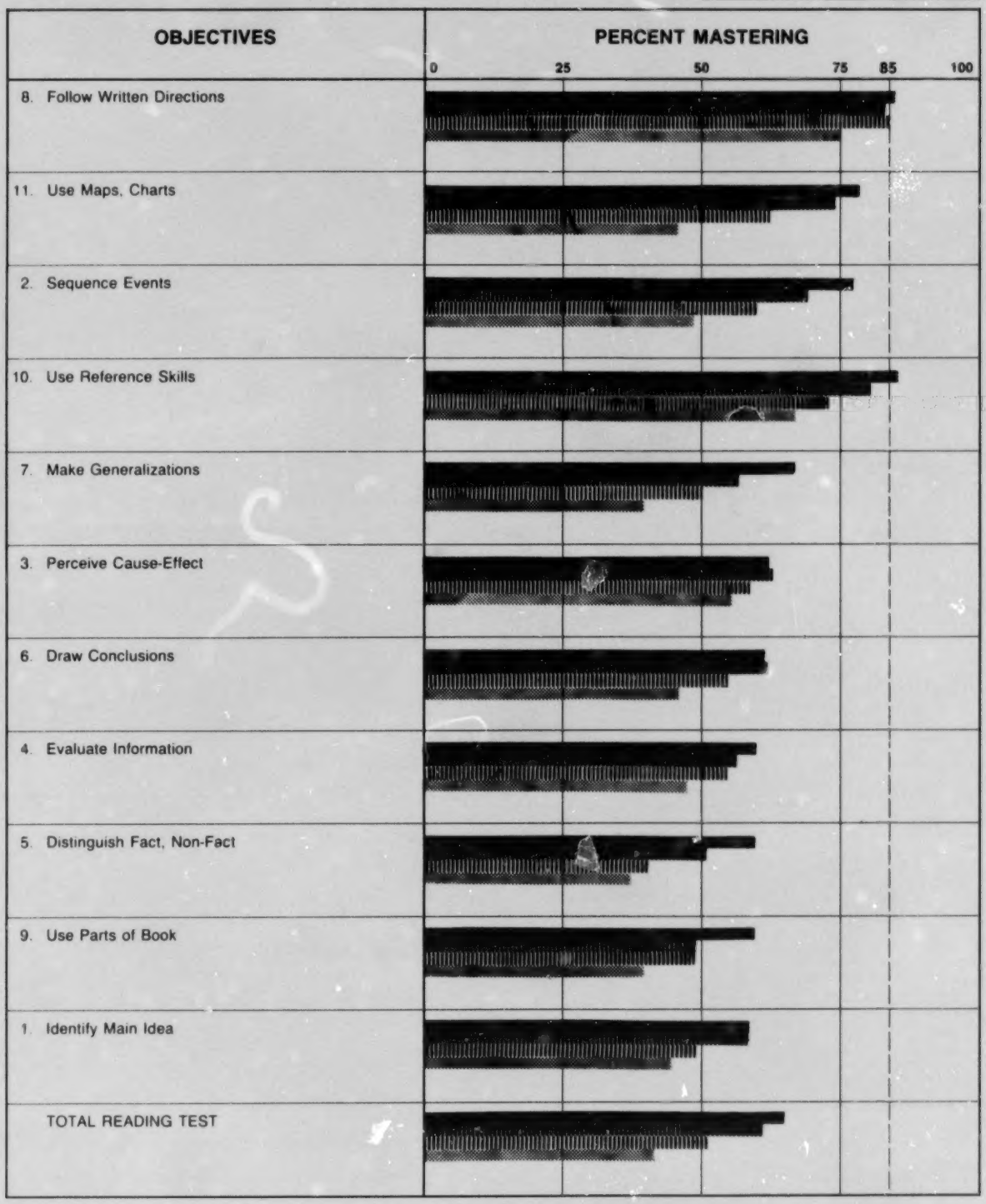


**Figure 11**

**EXIT LEVEL WRITING: GRADE 10**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

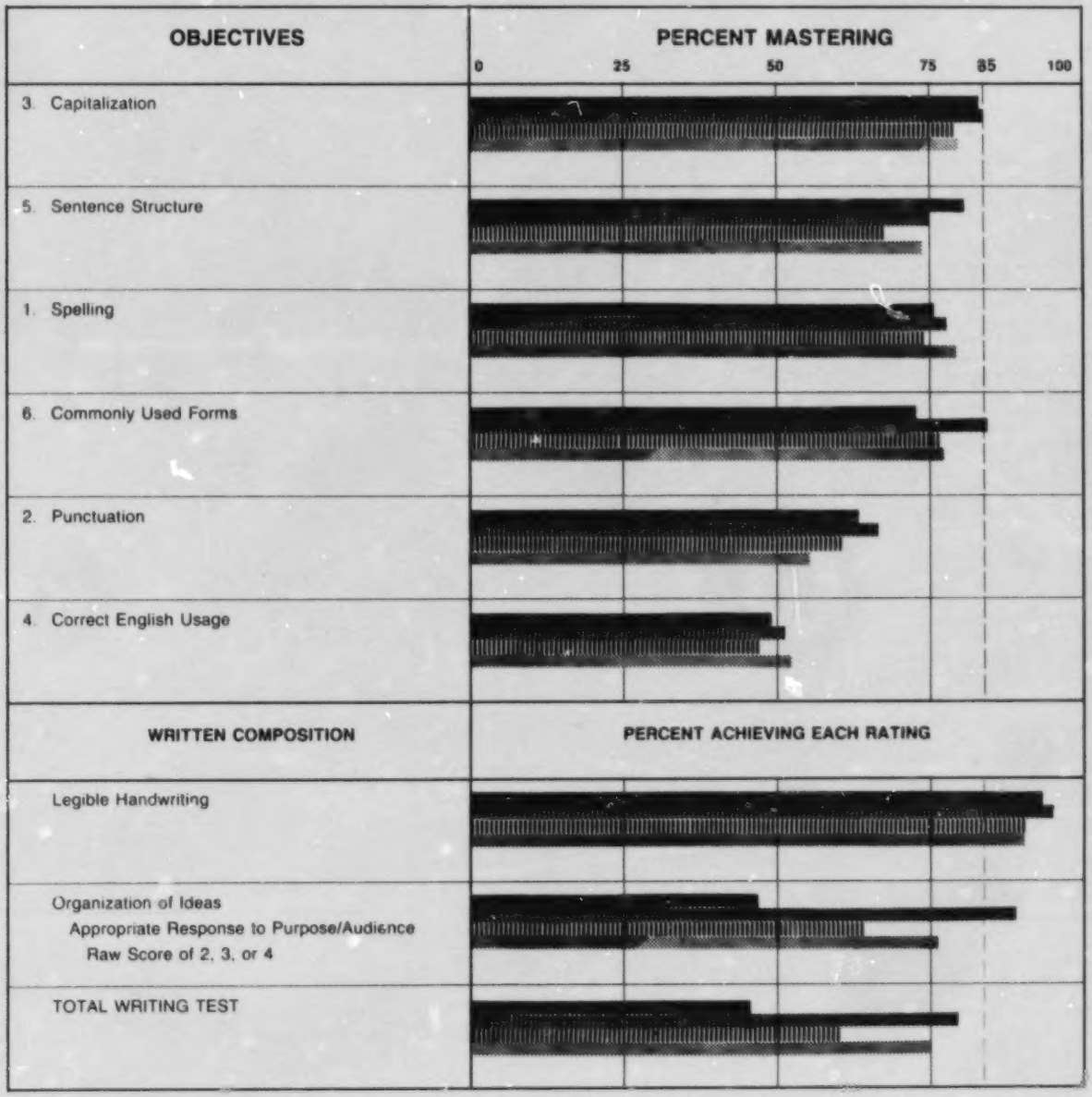


**Figure 12**

## Regional Results

Table XX shows the total number of 10th grade students tested in 1983 and the percentages of students in each of the five ethnic groups for the state and for 20 education service center regions.

Tables XXI, XXII, and XXIII show 10th grade student performance by region for each of the mathematics, reading, and writing objectives.

### TABLE XX

### GRADE 10
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR 20 EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Asian | 2 | 0 | 1 | 1 | 5 | 2 | 1 | 0 | 1 | 2 | 3 | 3 | 1 | 2 | 2 | 1 | 5 | 1 | 1 | 1 | 1 |
| Black (Not of Hispanic Origin) | 24 | 0 | 5 | 23 | 35 | 46 | 31 | 41 | 43 | 18 | 39 | 26 | 31 | 18 | 10 | 7 | 11 | 16 | 11 | 2 | 9 |
| Hispanic | 34 | 94 | 70 | 40 | 19 | 3 | 8 | 3 | 1 | 12 | 12 | 13 | 12 | 31 | 28 | 49 | 27 | 47 | 45 | 77 | 68 |
| White (Not of Hispanic Origin) | 40 | 6 | 23 | 36 | 41 | 49 | 60 | 56 | 54 | 67 | 45 | 58 | 56 | 49 | 60 | 44 | 57 | 36 | 42 | 19 | 22 |
| Total Numbers Tested* | 56,904 | 4.9 | 2.2 | 0.9 | 11.3 | 1.9 | 1.8 | 2.8 | 1.0 | 0.7 | 7.1 | 4.6 | 1.8 | 2.5 | 0.8 | 0.7 | 1.3 | 1.5 | 1.6 | 2.3 | 5.2 |

*Numbers tested in thousands (000) for each region.

TABLE XXI

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

RT DATE: MAY 1984

OF TESTING: FEBRUARY 1984

E: 10-EXIT LEVEL

| EWIDE / REGIONS | NO OF STUDENTS TESTED | MATHEMATICS OBJECTIVES PERCENT OF STUDENTS DEMONSTRATING MASTERY | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | % STUDENTS MASTERING MATH TEST |
| ION 1 | 3187 | 93 | 83 | 43 | 36 | 75 | 21 | 78 | 52 | 41 | 91 | 79 | 56 |
| ION 2 | 1587 | 92 | 80 | 48 | 42 | 71 | 29 | 79 | 54 | 42 | 92 | 85 | 58 |
| ION 3 | 612 | 89 | 78 | 43 | 37 | 70 | 20 | 77 | 45 | 41 | 87 | 82 | 53 |
| ION 4 | 8959 | 93 | 83 | 57 | 50 | 76 | 34 | 82 | 63 | 50 | 92 | 87 | 68 |
| ION 5 | 1503 | 91 | 79 | 46 | 39 | 71 | 23 | 78 | 53 | 40 | 91 | 83 | 54 |
| ION 6 | 1249 | 93 | 77 | 50 | 36 | 69 | 28 | 78 | 55 | 42 | 90 | 85 | 56 |
| ION 7 | 2198 | 92 | 80 | 48 | 34 | 68 | 26 | 78 | 52 | 40 | 90 | 84 | 55 |
| ION 8 | 818 | 92 | 78 | 49 | 31 | 65 | 23 | 74 | 49 | 34 | 88 | 82 | 51 |
| ION 9 | 509 | 92 | 83 | 58 | 39 | 69 | 32 | 77 | 63 | 44 | 90 | 87 | 65 |
| ION 10 | 5557 | 89 | 76 | 51 | 39 | 70 | 32 | 76 | 56 | 46 | 89 | 82 | 58 |
| ION 11 | 3631 | 89 | 75 | 51 | 35 | 68 | 30 | 74 | 59 | 42 | 90 | 82 | 55 |
| ION 12 | 1390 | 93 | 80 | 55 | 42 | 70 | 34 | 81 | 58 | 45 | 92 | 87 | 60 |
| ION 13 | 1905 | 94 | 84 | 58 | 49 | 77 | 36 | 82 | 65 | 52 | 93 | 87 | 66 |
| ION 14 | 578 | 91 | 79 | 49 | 37 | 68 | 31 | 76 | 53 | 43 | 92 | 84 | 56 |
| ION 15 | 517 | 91 | 79 | 48 | 35 | 73 | 28 | 74 | 53 | 40 | 89 | 82 | 55 |
| ION 16 | 983 | 92 | 76 | 52 | 44 | 71 | 30 | 78 | 57 | 49 | 90 | 84 | 62 |
| ION 17 | 1061 | 93 | 83 | 49 | 40 | 74 | 26 | 77 | 52 | 42 | 90 | 85 | 59 |
| ION 18 | 1172 | 91 | 81 | 53 | 35 | 73 | 28 | 77 | 55 | 43 | 91 | 85 | 58 |
| ION 19 | 1623 | 93 | 83 | 50 | 40 | 78 | 29 | 79 | 61 | 47 | 93 | 82 | 62 |
| ION 20 | 3860 | 93 | 80 | 49 | 35 | 74 | 28 | 80 | 56 | 42 | 94 | 86 | 58 |
| TEWIDE TOTALS | 42899 | 92 | 80 | 51 | 40 | 73 | 30 | 79 | 57 | 45 | 91 | 84 | 60 |

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TABLE XXII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

ORT DATE: MAY 1984

E OF TESTING: FEBRUARY 1984

DE: 10-EXIT LEVEL

| TENIDE | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | % STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C REGIONS | | | | | | | | | | | | | |
| GION 1 | 3940 | 48 | 70 | 56 | 47 | 48 | 49 | 57 | 84 | 49 | 73 | 74 | 55 |
| GION 2 | 1628 | 60 | 78 | 64 | 60 | 63 | 62 | 66 | 87 | 60 | 78 | 81 | 68 |
| GION 3 | 621 | 57 | 76 | 58 | 54 | 54 | 53 | 56 | 84 | 54 | 73 | 76 | 63 |
| GION 4 | 8625 | 62 | 79 | 67 | 64 | 67 | 65 | 69 | 88 | 64 | 78 | 81 | 71 |
| GION 5 | 1347 | 60 | 77 | 61 | 60 | 60 | 63 | 72 | 85 | 57 | 73 | 77 | 66 |
| GION 6 | 1199 | 60 | 81 | 65 | 60 | 61 | 66 | 69 | 86 | 60 | 78 | 78 | 67 |
| GION 7 | 1906 | 58 | 78 | 59 | 58 | 58 | 61 | 68 | 83 | 57 | 75 | 75 | 64 |
| GION 8 | 698 | 55 | 76 | 61 | 55 | 54 | 59 | 65 | 82 | 50 | 73 | 76 | 59 |
| GION 9 | 475 | 67 | 80 | 67 | 67 | 63 | 66 | 70 | 87 | 64 | 77 | 81 | 73 |
| GION 10 | 5297 | 57 | 75 | 62 | 60 | 60 | 61 | 65 | 84 | 59 | 75 | 77 | 64 |
| GION 11 | 3194 | 60 | 77 | 62 | 63 | 60 | 63 | 68 | 85 | 61 | 74 | 78 | 66 |
| GION 12 | 1279 | 62 | 80 | 67 | 65 | 62 | 68 | 71 | 87 | 63 | 78 | 82 | 69 |
| GION 13 | 1868 | 68 | 83 | 69 | 68 | 70 | 70 | 74 | 90 | 69 | 82 | 84 | 74 |
| GION 14 | 520 | 62 | 83 | 61 | 62 | 62 | 67 | 70 | 87 | 63 | 79 | 83 | 70 |
| GION 15 | 564 | 56 | 77 | 61 | 60 | 57 | 59 | 65 | 85 | 58 | 71 | 78 | 62 |
| GION 16 | 966 | 61 | 77 | 62 | 64 | 56 | 64 | 67 | 83 | 57 | 73 | 76 | 64 |
| GION 17 | 1032 | 58 | 78 | 64 | 62 | 58 | 62 | 67 | 84 | 56 | 75 | 77 | 63 |
| GION 18 | 1115 | 60 | 78 | 63 | 62 | 58 | 64 | 67 | 85 | 60 | 74 | 79 | 66 |
| GION 19 | 1789 | 58 | 75 | 64 | 64 | 62 | 58 | 65 | 87 | 64 | 80 | 78 | 66 |
| GION 20 | 3728 | 59 | 78 | 64 | 58 | 58 | 63 | 66 | 89 | 58 | 79 | 81 | 67 |
| TATEWIDE TOTALS | 41829 | 59 | 77 | 63 | 60 | 60 | 62 | 67 | 86 | 60 | 76 | 79 | 66 |

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TABLE XXIII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

| STATEWIDE / ESC REGIONS | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY: 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL: HANDWRITING A. ACCEPTABLE | B. HARD TO READ | C. ILLEGIBLE | D. NOT RATABLE | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE: RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 | STUDENTS MASTERING WRITING TEST: % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| REGION 1 | 2337 | 64 | 56 | 82 | 35 | 78 | 63 | 93 | 1 | 0 | 7 | 0 | 3 | 40 | 47 | 9 | 41 |
| REGION 2 | 699 | 77 | 65 | 87 | 51 | 75 | 77 | 93 | 0 | 0 | 7 | 0 | 4 | 44 | 45 | 7 | 45 |
| REGION 3 | 311 | 66 | 53 | 76 | 40 | 70 | 64 | 82 | 1 | 0 | 17 | 0 | 2 | 41 | 40 | 17 | 41 |
| REGION 4 | 6648 | 80 | 67 | 86 | 53 | 85 | 75 | 93 | 1 | 0 | 6 | 0 | 4 | 42 | 44 | 9 | 45 |
| REGION 5 | 824 | 78 | 61 | 85 | 44 | 84 | 75 | 96 | 0 | 0 | 4 | 0 | 4 | 43 | 47 | 6 | 45 |
| REGION 6 | 713 | 79 | 67 | 88 | 51 | 81 | 81 | 97 | 1 | 0 | 3 | 0 | 3 | 42 | 50 | 4 | 44 |
| REGION 7 | 1042 | 76 | 62 | 82 | 45 | 78 | 72 | 95 | 1 | 0 | 5 | 1 | 3 | 38 | 52 | 7 | 39 |
| REGION 8 | 394 | 77 | 61 | 82 | 40 | 78 | 71 | 96 | 1 | 0 | 2 | 0 | 3 | 42 | 50 | 5 | 41 |
| REGION 9 | 326 | 78 | 62 | 81 | 50 | 80 | 70 | 90 | 0 | 0 | 9 | 0 | 2 | 48 | 38 | 13 | 48 |
| REGION 10 | 3633 | 74 | 64 | 81 | 52 | 78 | 72 | 89 | 1 | 0 | 10 | 0 | 5 | 40 | 43 | 12 | 44 |
| REGION 11 | 2184 | 76 | 64 | 84 | 54 | 82 | 71 | 93 | 1 | 0 | 6 | 0 | 4 | 43 | 44 | 9 | 46 |
| REGION 12 | 897 | 79 | 66 | 84 | 52 | 78 | 78 | 94 | 0 | 0 | 5 | 0 | 3 | 43 | 40 | 8 | 52 |
| REGION 13 | 1259 | 83 | 71 | 89 | 62 | 88 | 80 | 97 | 1 | 0 | 2 | 0 | 2 | 51 | 36 | 3 | 58 |
| REGION 14 | 334 | 76 | 64 | 82 | 50 | 83 | 73 | 95 | 1 | 0 | 4 | 0 | 3 | 51 | 41 | 6 | 49 |
| REGION 15 | 304 | 67 | 63 | 84 | 40 | 81 | 69 | 94 | 0 | 0 | 6 | 0 | 4 | 41 | 46 | 9 | 41 |
| REGION 16 | 695 | 75 | 63 | 82 | 46 | 74 | 76 | 95 | 1 | 0 | 4 | 0 | 3 | 39 | 52 | 6 | 39 |
| REGION 17 | 636 | 73 | 59 | 84 | 42 | 79 | 67 | 92 | 0 | 0 | 7 | 0 | 3 | 42 | 46 | 9 | 43 |
| REGION 18 | 741 | 78 | 65 | 83 | 47 | 78 | 77 | 94 | 0 | 0 | 5 | 1 | 3 | 46 | 45 | 5 | 46 |
| REGION 19 | 1204 | 70 | 64 | 83 | 49 | 82 | 71 | 94 | 1 | 0 | 4 | 0 | 6 | 42 | 42 | 7 | 49 |
| REGION 20 | 2303 | 75 | 65 | 88 | 48 | 83 | 76 | 95 | 0 | 0 | 4 | 1 | 6 | 45 | 44 | 4 | 49 |
| STATEWIDE TOTALS | 27784 | 76 | 64 | 84 | 49 | 81 | 73 | 93 | 1 | 0 | 6 | 0 | 4 | 43 | 44 | 8 | 46 |

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# SECTION VIII

## Grade 11 Student Performance

The information regarding 10th grade student testing in Section VII is also applicable to Grade 11. Testing of students in the 11th grade who had not mastered one or more of the exit level TABS tests became mandatory in 1984.

### Statewide Results

Figures 13, 14, and 15 show the statewide percentages of 11th grade students mastering each objective in mathematics, reading, and writing, respectively, for 1982, 1983, and 1984. The objectives are arranged in descending order according to student performance in 1984. A broken line marking the 85 percent level on each figure reflects long-range objectives. The 1984 performance of 11th grade students was higher than in 1983 for 25 of the 31 objectives measured by the exit level test. Student performance was the same in 1984 and 1983 for two objectives and lower in 1984 than in 1983 for four objectives. The total tests in mathematics, reading, and writing were mastered by 64 percent, 73 percent, and 56 percent, respectively. For both mathematics and reading, the total test performance of 11th graders was higher in 1984 than in prior years. On the written composition, 56 percent of the 11th grade students attained a mastery score of 2, 3, or 4 in 1984, 32 percentage points below their 1983 performance. Eleventh grade mastery percentages on the total writing test in 1984 declined 25 percentage points from the 1983 level, from 81 percent mastery to 56 percent mastery. This apparent decline in the writing performance of 11th grade students in 1984 on both the written composition and the total writing test is attributed, in part, to the higher quality standards that written compositions were required to meet in 1984.

**EXIT LEVEL MATHEMATICS: GRADE 11**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

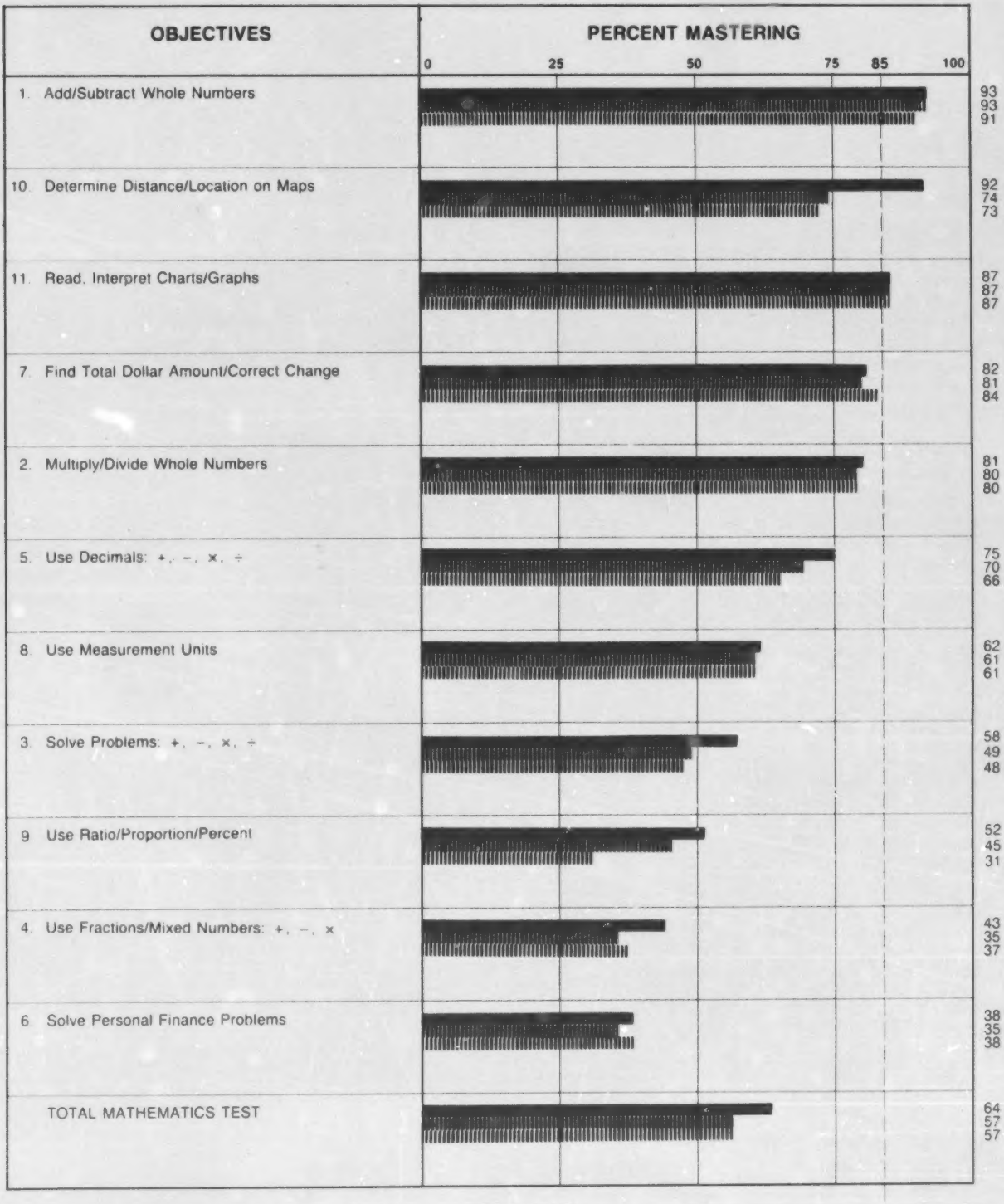


**Figure 13**

**EXIT LEVEL READING: GRADE 11**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

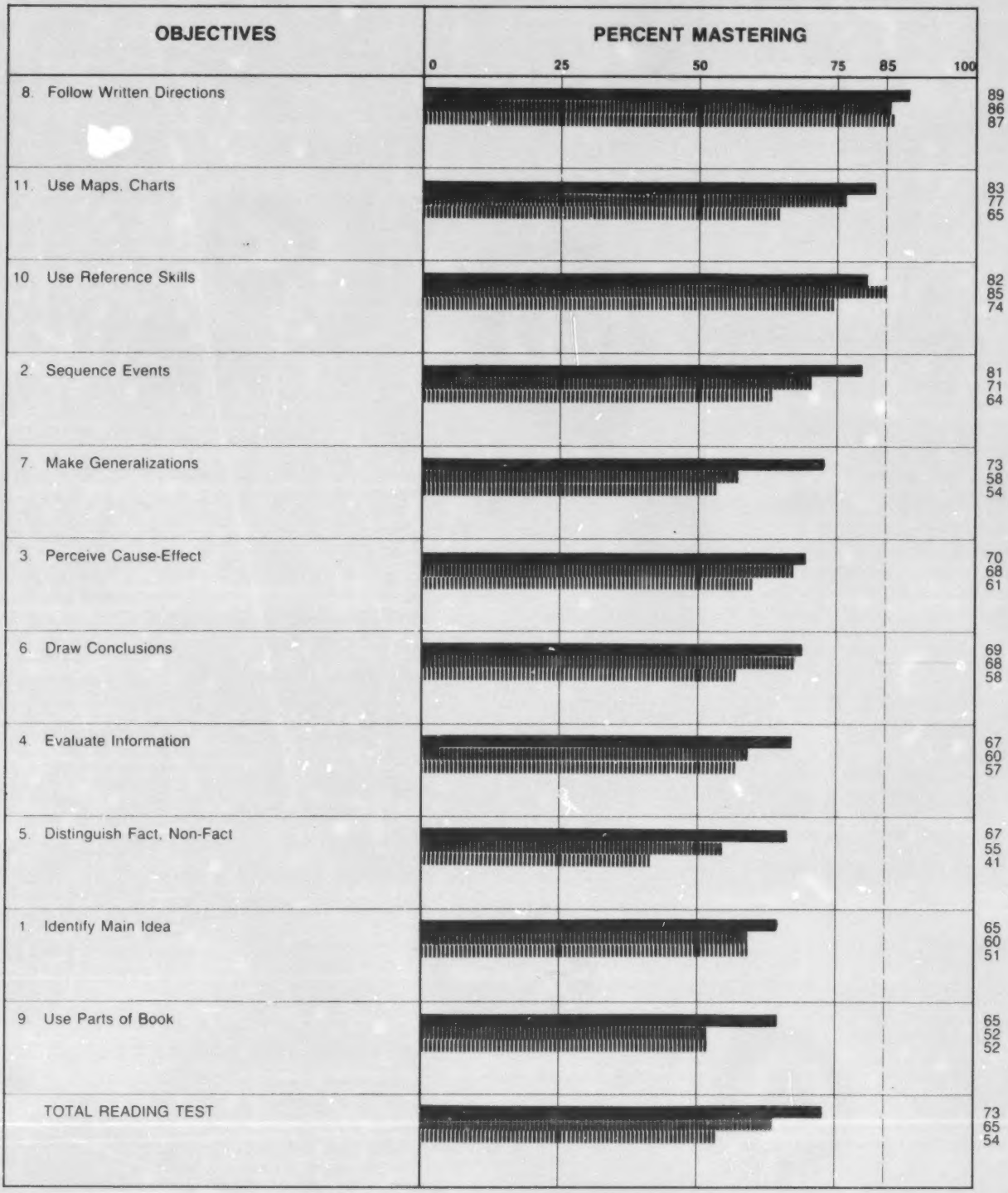


**Figure 14**

**EXIT LEVEL WRITING: GRADE 11**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

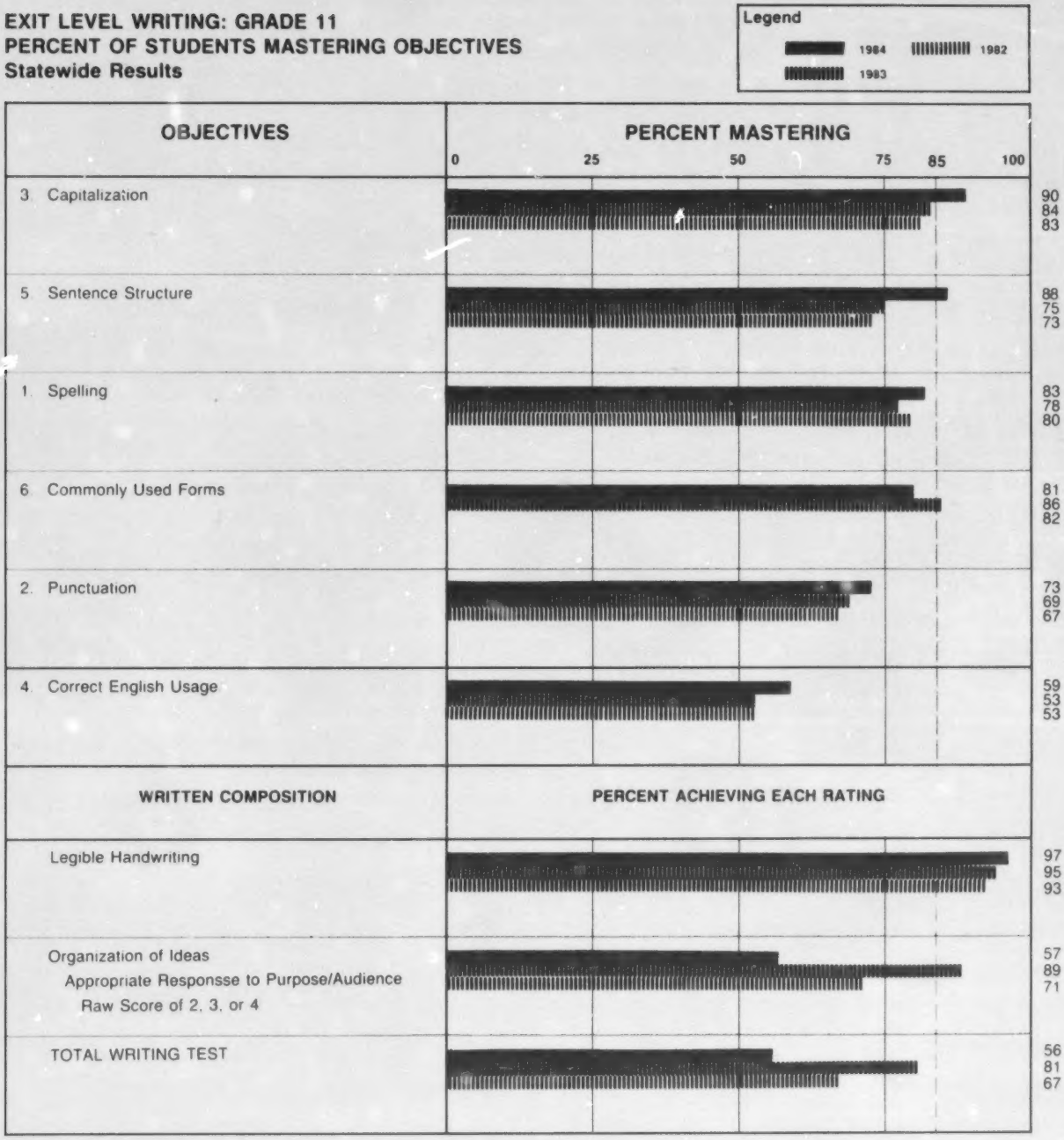


**Figure 15**

## Regional Results

Table XXIV shows the total number of 11th grade students tested and the percentages of students in each of the five ethnic groups for the state and for the 20 education service center regions.

Tables XXV, XXVI, and XXVII show 11th grade student performance by region for each of the mathematics, reading, and writing objectives.

### TABLE XXIV

### GRADE 11
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR 20 EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Asian | 3 | 0 | 1 | 2 | 6 | 2 | 1 | 1 | 0 | 4 | 4 | 4 | 1 | 3 | 2 | 2 | 5 | 1 | 1 | 1 | 2 |
| Black (Not of Hispanic Origin) | 28 | 0 | 4 | 26 | 39 | 50 | 36 | 45 | 47 | 16 | 41 | 29 | 36 | 20 | 18 | 8 | 11 | 19 | 13 | 3 | 10 |
| Hispanic | 30 | 96 | 70 | 39 | 19 | 2 | 6 | 2 | 1 | 11 | 10 | 9 | 10 | 25 | 28 | 33 | 27 | 44 | 39 | 74 | 65 |
| White (Not of Hispanic Origin) | 39 | 4 | 25 | 33 | 36 | 46 | 57 | 53 | 51 | 69 | 44 | 58 | 53 | 51 | 53 | 57 | 57 | 36 | 46 | 22 | 24 |
| Total Numbers Tested* | 36,596 | 2.7 | 1.4 | 0.4 | 9.0 | 1.2 | 1.1 | 1.6 | 0.7 | 0.4 | 5.4 | 2.7 | 0.9 | 1.7 | 0.4 | 0.3 | 0.6 | 0.9 | 0.9 | 1.3 | 2.9 |

*Numbers tested in thousands (000) for each region.

TABLE XXV

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| STATEWIDE | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | % STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESC REGIONS | | | | | | | | | | | | | |
| REGION 1 | 1492 | 93 | 82 | 46 | 32 | 74 | 25 | 82 | 52 | 44 | 90 | 79 | 54 |
| REGION 2 | 850 | 92 | 78 | 50 | 36 | 73 | 31 | 80 | 52 | 43 | 92 | 86 | 55 |
| REGION 3 | 274 | 94 | 83 | 43 | 35 | 75 | 28 | 79 | 43 | 41 | 94 | 82 | 54 |
| REGION 4 | 7070 | 94 | 86 | 67 | 52 | 80 | 45 | 86 | 72 | 59 | 94 | 90 | 76 |
| REGION 5 | 936 | 93 | 75 | 49 | 35 | 68 | 30 | 79 | 55 | 42 | 91 | 82 | 53 |
| REGION 6 | 734 | 93 | 79 | 55 | 37 | 72 | 39 | 81 | 57 | 48 | 93 | 86 | 58 |
| REGION 7 | 1191 | 92 | 76 | 50 | 33 | 67 | 33 | 78 | 50 | 45 | 90 | 84 | 55 |
| REGION 8 | 527 | 91 | 75 | 48 | 35 | 68 | 26 | 79 | 50 | 41 | 90 | 84 | 51 |
| REGION 9 | 306 | 88 | 80 | 58 | 40 | 69 | 39 | 79 | 59 | 50 | 90 | 83 | 64 |
| REGION 10 | 3908 | 92 | 78 | 58 | 43 | 75 | 41 | 83 | 62 | 57 | 92 | 85 | 65 |
| REGION 11 | 2089 | 90 | 74 | 56 | 35 | 68 | 40 | 77 | 61 | 47 | 91 | 86 | 57 |
| REGION 12 | 659 | 91 | 76 | 52 | 37 | 67 | 34 | 80 | 58 | 45 | 91 | 85 | 54 |
| REGION 13 | 1240 | 96 | 85 | 65 | 53 | 81 | 47 | 86 | 70 | 59 | 94 | 90 | 74 |
| REGION 14 | 266 | 92 | 76 | 52 | 38 | 70 | 37 | 77 | 54 | 43 | 86 | 89 | 54 |
| REGION 15 | 229 | 92 | 80 | 63 | 37 | 73 | 39 | 80 | 65 | 51 | 91 | 90 | 63 |
| REGION 16 | 434 | 92 | 80 | 56 | 43 | 75 | 34 | 79 | 61 | 51 | 90 | 84 | 63 |
| REGION 17 | 625 | 93 | 79 | 45 | 34 | 71 | 29 | 80 | 51 | 41 | 93 | 85 | 54 |
| REGION 18 | 654 | 94 | 81 | 58 | 39 | 74 | 39 | 81 | 63 | 48 | 93 | 89 | 64 |
| REGION 19 | 842 | 94 | 86 | 58 | 42 | 79 | 37 | 84 | 65 | 53 | 94 | 85 | 66 |
| REGION 20 | 2011 | 94 | 80 | 53 | 39 | 75 | 34 | 83 | 61 | 51 | 94 | 88 | 62 |
| STATEWIDE TOTALS | 26337 | 93 | 81 | 58 | 43 | 75 | 38 | 82 | 62 | 52 | 92 | 87 | 64 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | STUDENTS MASTERING READING TEST % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESC REGIONS | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | % |
| REGION 1 | 2219 | 52 | 74 | 61 | 51 | 51 | 55 | 63 | 86 | 52 | [illegible] | 78 | [illegible] |
| REGION 2 | 858 | 59 | 79 | 68 | 59 | 60 | 66 | 71 | 87 | 60 | [illegible] | [illegible] | [illegible] |
| REGION 3 | 296 | 60 | 84 | 64 | 59 | 57 | 67 | 68 | 87 | 55 | [illegible] | [illegible] | 69 |
| REGION 4 | 7185 | 70 | 85 | 76 | 72 | 75 | 74 | 78 | 91 | 71 | [illegible] | 85 | 80 |
| REGION 5 | 843 | 61 | 79 | 66 | 63 | 59 | 67 | 69 | 85 | 60 | [illegible] | 78 | 69 |
| REGION 6 | 753 | 67 | 84 | 71 | 67 | 67 | 70 | 78 | 89 | 65 | 84 | 83 | 75 |
| REGION 7 | 1125 | 61 | 79 | 62 | 63 | 60 | 66 | 70 | 85 | 56 | 79 | [illegible] | 67 |
| REGION 8 | 459 | 60 | 79 | 66 | 65 | 63 | 70 | 71 | 84 | 57 | 74 | [illegible] | 70 |
| REGION 9 | 271 | 63 | 75 | 68 | 63 | 60 | 64 | [illegible] | 83 | 63 | 75 | [illegible] | 69 |
| REGION 10 | 4033 | 65 | 81 | 70 | 67 | 68 | 70 | [illegible] | 88 | 66 | 83 | 84 | [illegible] |
| REGION 11 | 1837 | 66 | 79 | 67 | 68 | 67 | 68 | 73 | 88 | [illegible] | 81 | 83 | [illegible] |
| REGION 12 | 644 | 60 | 79 | 65 | 67 | 61 | 67 | 70 | 87 | 59 | 79 | 80 | 68 |
| REGION 13 | 1295 | 73 | 86 | 77 | 76 | 75 | 77 | 80 | 94 | 70 | 83 | 88 | 80 |
| REGION 14 | 250 | 66 | 86 | 72 | 70 | 68 | 72 | 77 | 89 | 65 | 84 | 82 | 76 |
| REGION 15 | 260 | 67 | 84 | 70 | 68 | 65 | 70 | 73 | 86 | 67 | 80 | 83 | 72 |
| REGION 16 | 482 | 63 | 78 | 68 | 64 | 66 | 71 | 72 | 85 | 67 | 83 | 78 | [illegible] |
| REGION 17 | 601 | 64 | 80 | 64 | 67 | 57 | 66 | 68 | 87 | 61 | 78 | [illegible] | [illegible] |
| REGION 18 | 681 | 70 | 85 | 73 | 73 | 65 | 72 | 77 | 89 | 66 | 83 | [illegible] | [illegible] |
| REGION 19 | 954 | 64 | 78 | 69 | 63 | 64 | 65 | 69 | 90 | 67 | 84 | 81 | [illegible] |
| REGION 20 | 2167 | 62 | 83 | 72 | 65 | 65 | 68 | 72 | 92 | 65 | 83 | 86 | [illegible] |
| STATEWIDE TOTALS | 27213 | 65 | 81 | 70 | 67 | 67 | 69 | 73 | 89 | 65 | 82 | 83 | 73 |

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TABLE XXVII

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

STATEWIDE

| ESC REGIONS | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY: 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | HANDWRITING: A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL: RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE | STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| REGION 1 | 1307 | 68 | 61 | 87 | 38 | 80 | 67 | 94 | 1 | 0 | 5 | 0 | 3 | 45 | 44 | 8 | 45 | 45 |
| REGION 2 | 736 | 88 | 74 | 93 | 62 | 92 | 86 | 96 | 1 | 0 | 3 | 0 | 3 | 52 | 30 | 11 | 44 | 64 |
| REGION 3 | 123 | 78 | 61 | 89 | 50 | 85 | 79 | 97 | 1 | 0 | 2 | 0 | 2 | 54 | 32 | 10 | 42 | 53 |
| REGION 4 | 6496 | 87 | 76 | 92 | 63 | 92 | 85 | 97 | 1 | 0 | 2 | 0 | 2 | 49 | 38 | 9 | 47 | 60 |
| REGION 5 | 524 | 79 | 68 | 88 | 52 | 86 | 78 | 94 | 1 | 0 | 5 | 0 | 4 | 49 | 41 | 6 | 45 | 51 |
| REGION 6 | 505 | 86 | 71 | 93 | 60 | 86 | 87 | 97 | 0 | 0 | 3 | 1 | 7 | 45 | 46 | 2 | 51 | 51 |
| REGION 7 | 717 | 78 | 65 | 82 | 53 | 79 | 74 | 93 | 1 | 0 | 5 | 1 | 5 | 41 | 45 | 7 | 46 | 46 |
| REGION 8 | 304 | 82 | 72 | 85 | 54 | 82 | 79 | 97 | 1 | 0 | 2 | 1 | 6 | 48 | 42 | 2 | 50 | 53 |
| REGION 9 | 198 | 75 | 62 | 80 | 49 | 77 | 72 | 83 | 1 | 0 | 16 | 1 | 4 | 44 | 35 | 12 | 40 | 48 |
| REGION 10 | 3378 | 84 | 74 | 89 | 61 | 87 | 82 | 95 | 1 | 0 | 4 | 1 | 8 | 51 | 35 | 5 | 56 | 58 |
| REGION 11 | 1341 | 86 | 72 | 88 | 64 | 88 | 80 | 97 | 0 | 0 | 3 | 1 | 8 | 48 | 38 | 5 | 55 | 55 |
| REGION 12 | 427 | 79 | 66 | 84 | 55 | 81 | 77 | 92 | 1 | 0 | 6 | 1 | 6 | 48 | 38 | 8 | 50 | 54 |
| REGION 13 | 979 | 85 | 81 | 92 | 70 | 91 | 86 | 98 | 0 | 0 | 1 | 1 | 14 | 56 | 28 | 3 | 69 | 68 |
| REGION 14 | 148 | 84 | 72 | 86 | 55 | 86 | 78 | 91 | 0 | 0 | 4 | 1 | 8 | 50 | 34 | 4 | 59 | 66 |
| REGION 15 | 159 | 79 | 73 | 87 | 55 | 87 | 79 | 94 | 2 | 0 | 4 | 0 | 9 | 40 | 38 | 13 | 48 | 48 |
| REGION 16 | 332 | 78 | 71 | 88 | 57 | 78 | 81 | 95 | 1 | 0 | 5 | 1 | 6 | 45 | 42 | 6 | 51 | 51 |
| REGION 17 | 542 | 80 | 68 | 89 | 54 | 85 | 74 | 96 | 1 | 0 | 3 | 1 | 7 | 48 | 40 | 4 | 55 | 53 |
| REGION 18 | 484 | 86 | 75 | 91 | 60 | 89 | 85 | 97 | 1 | 0 | 2 | 0 | 8 | 57 | 34 | 1 | 65 | 65 |
| REGION 19 | 716 | 77 | 72 | 90 | 58 | 86 | 77 | 97 | 1 | 0 | 5 | 2 | 11 | 49 | 34 | 5 | 60 | 57 |
| REGION 20 | 1338 | 80 | 71 | 90 | 59 | 87 | 82 | 96 | 1 | 0 | 3 | 2 | 11 | 49 | 34 | 4 | 60 | 60 |
| STATEWIDE TOTALS | 20554 | 83 | 73 | 90 | 59 | 87 | 81 | 96 | 1 | 0 | 4 | 1 | 7 | 49 | 38 | 5 | 56 | 56 |

# SECTION IX

## Grade 12 Student Performance

The information regarding 10th grade student testing in Section VII is also applicable to Grade 12. Testing of students in the 12th grade who had not mastered one or more of the exit level TABS tests became mandatory in 1984.

### Statewide Results

The 1984 performance of 12th grade students was higher than in 1983 for 21 of the 31 objectives measured by the exit level test. Student performance was the same in 1984 and 1983 for five objectives and lower in 1984 than in 1983 for five objectives. The total tests in mathematics, reading, and writing for 1984 were mastered by 65 percent, 76 percent, and 58 percent, respectively, of the 12th graders. For both mathematics and reading, the total test performance of 12th grade students was higher in 1984 than in 1983. On the written composition, 59 percent of the students attained a mastery score of 2, 3, or 4 in 1984, 33 percentage points below their 1983 performance. Twelfth grade mastery percentages on the total writing test in 1983 declined 28 percentage points from the 1983 level, from 86 percent mastery in 1983 to 58 percent mastery in 1984. The apparent decline in the writing performance of 12th grade students in 1984 on both the written composition and the total writing test is attributed, in part, to the higher quality standards that written compositions were required to meet in 1984.

**EXIT LEVEL MATHEMATICS: GRADE 12**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

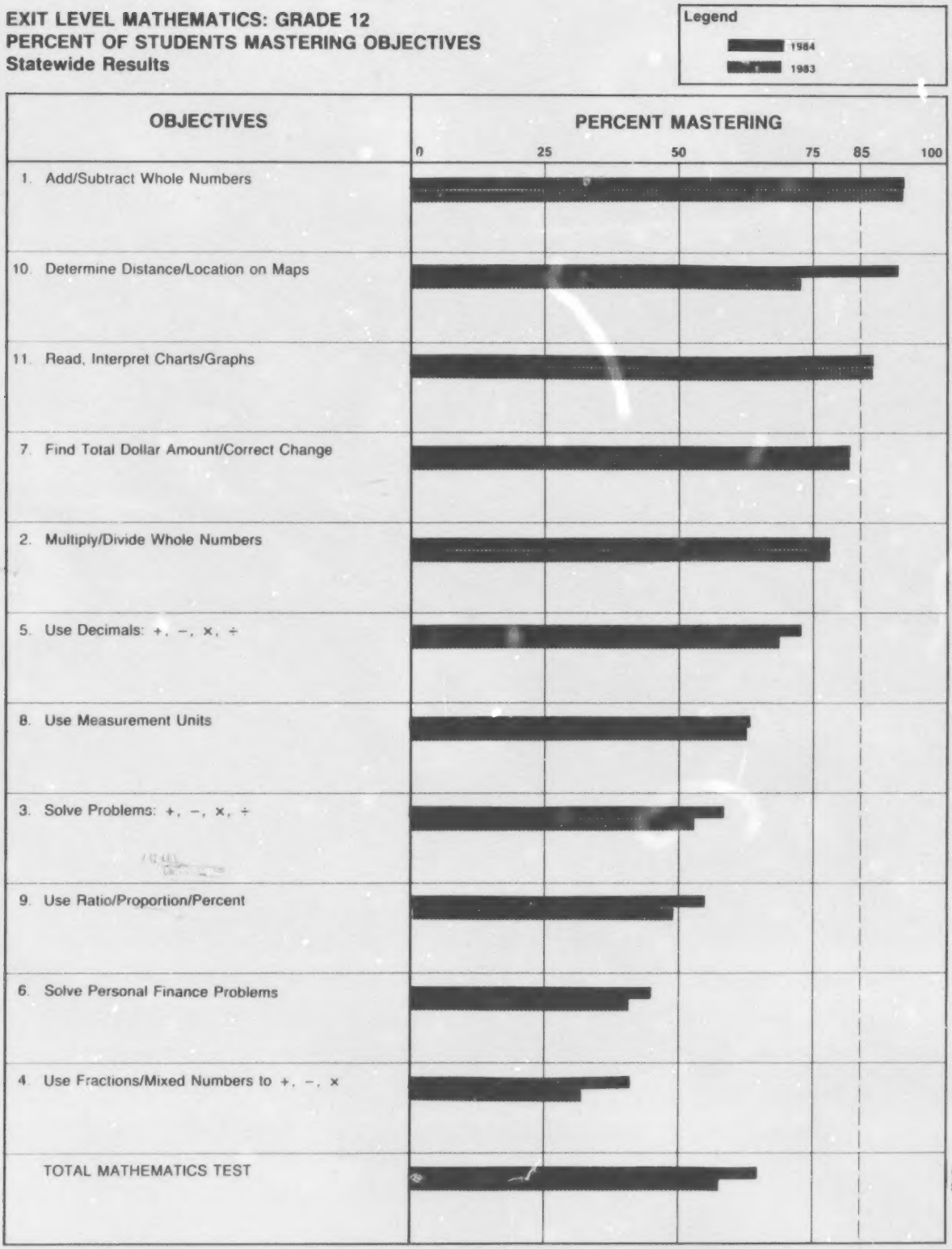


**Figure 16**

**EXIT LEVEL READING: GRADE 12**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

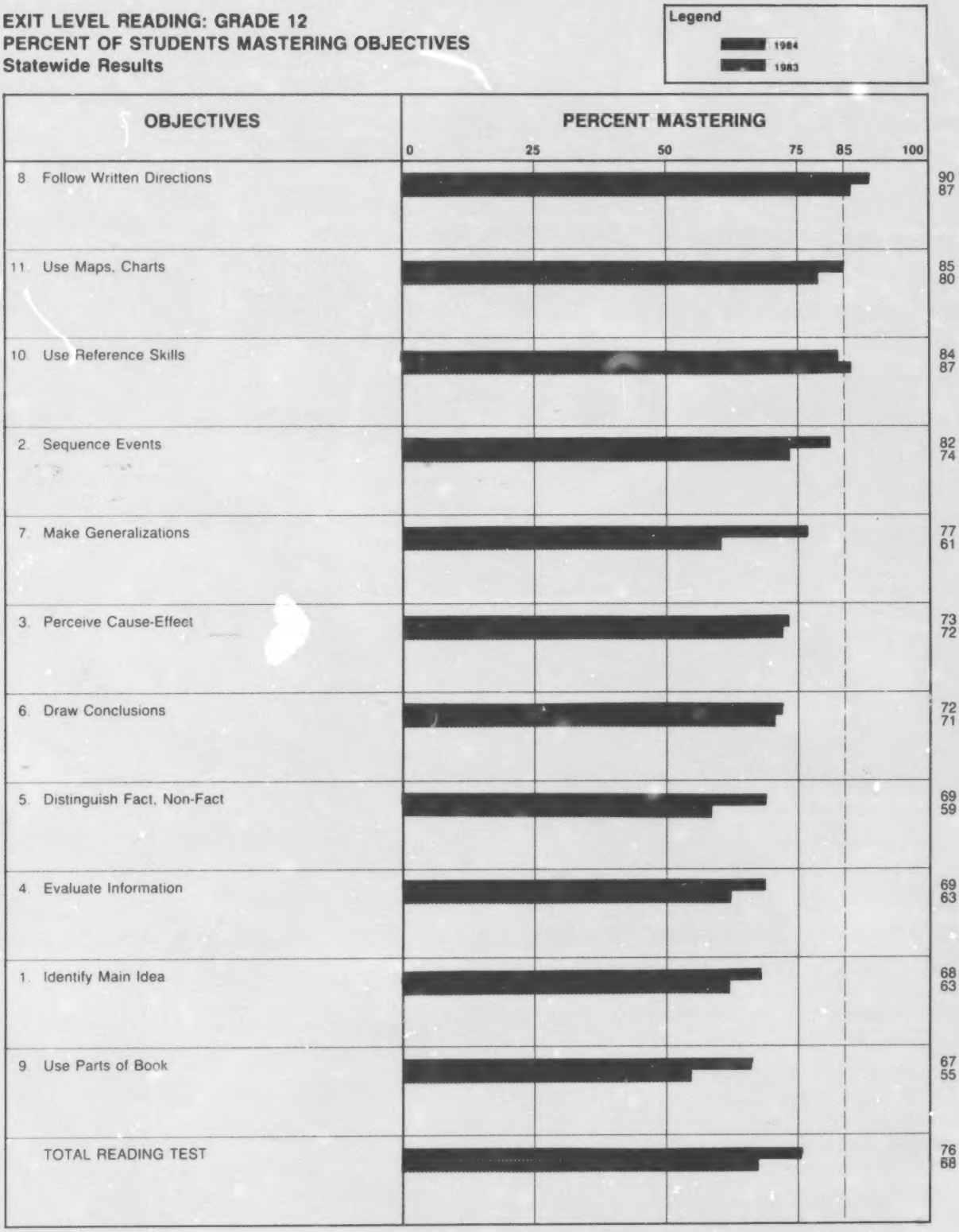


**Figure 17**

**EXIT LEVEL WRITING: GRADE 12**
**PERCENT OF STUDENTS MASTERING OBJECTIVES**
**Statewide Results**

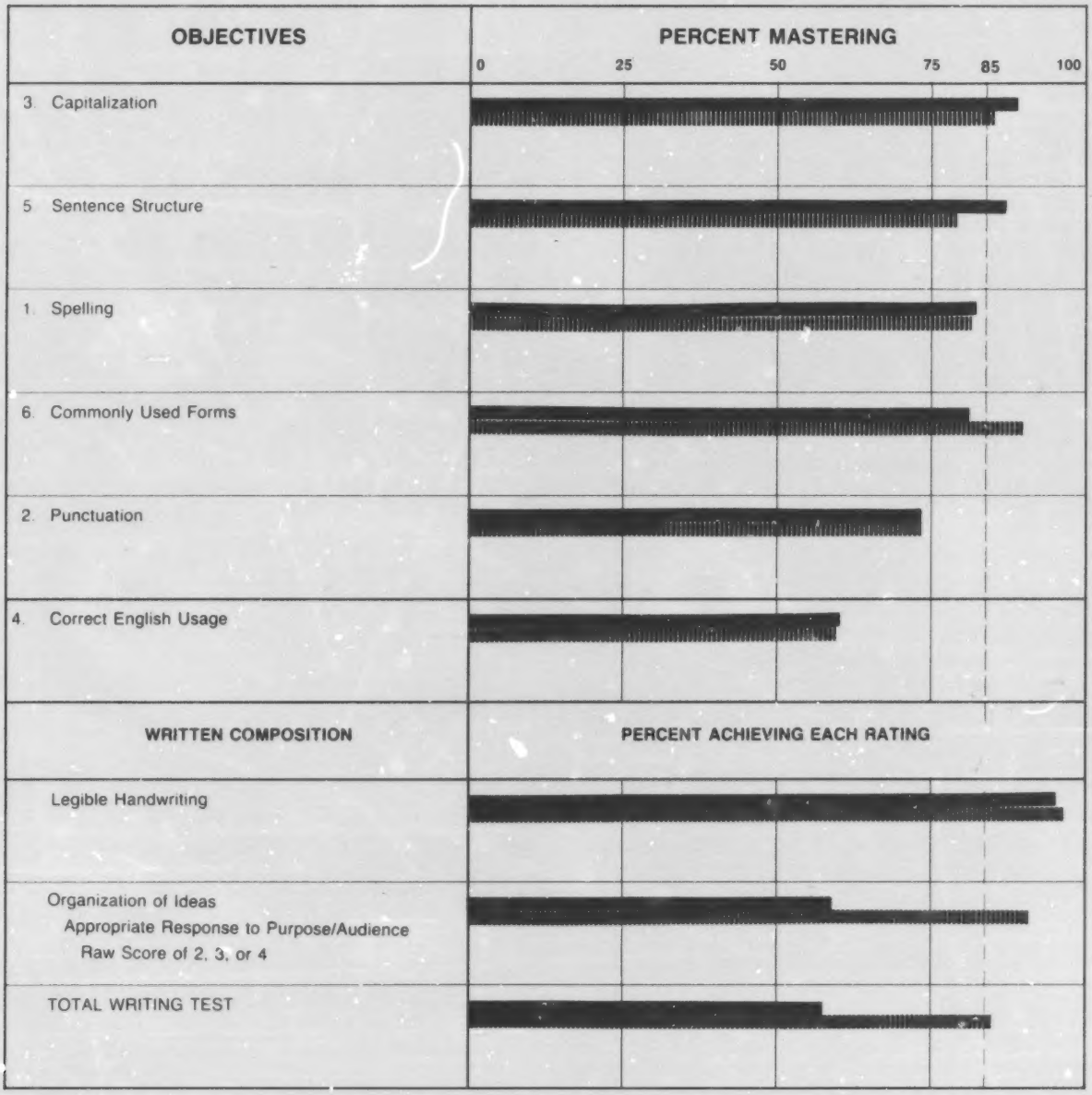


**Figure 18**

## Regional Results

Table XXVIII shows the total number of 12th grade students tested in 1984 and the percentages of students in each of the five ethnic groups for the state and for 20 education service center regions.

Tables XXIX, XXX, and XXXI show 12th grade student performance by region for each of the mathematics, reading, and writing objectives.

### TABLE XXVIII

### GRADE 12
### TOTAL NUMBERS OF STUDENTS TESTED AND ETHNIC PERCENTAGES FOR THE STATE AND FOR 20 EDUCATION SERVICE CENTER REGIONS

**Percentages for the State and for Each Region**

| Ethnic Groups | Statewide | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | XIII | XIV | XV | XVI | XVII | XVIII | XIX | XX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | 3 | 0 | 1 | 1 | 6 | 3 | 2 | 1 | 0 | 5 | 3 | 4 | 1 | 3 | 2 | 3 | 9 | 2 | 2 | 1 | 2 |
| Black (Not of Hispanic Origin) | 29 | 0 | 5 | 27 | 42 | 48 | 32 | 44 | 47 | 20 | 43 | 28 | 35 | 20 | 12 | 8 | 10 | 19 | 13 | 4 | 10 |
| Hispanic | 29 | 94 | 66 | 39 | 16 | 3 | 6 | 2 | 0 | 8 | 10 | 8 | 10 | 28 | 33 | 33 | 23 | 46 | 42 | 71 | 66 |
| White (Not of Hispanic Origin) | 38 | 6 | 28 | 33 | 35 | 46 | 60 | 53 | 50 | 67 | 43 | 60 | 54 | 50 | 52 | 55 | 59 | 33 | 42 | 23 | 22 |
| Total Numbers Tested* | 26,452 | 2.3 | 0.8 | 0.2 | 6.6 | 0.9 | 0.9 | 1.0 | 0.4 | 0.2 | 4.5 | 1.8 | 0.6 | 1.2 | 0.2 | 0.2 | 0.5 | 0.7 | 0.7 | 0.9 | 1.9 |

*Numbers tested in thousands (000) for each region

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TABLE XXIX

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| STATEWIDE | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + NOS: +, -, X | 4. USE FRACTIONS/MIXED NOS: +, -, X, + | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | % STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESC REGIONS | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | % |
| REGION 1 | 1414 | 95 | 82 | 55 | 32 | 77 | 36 | 84 | 61 | 48 | 91 | 84 | 64 |
| REGION 2 | 503 | 91 | 74 | 50 | 34 | 69 | 40 | 80 | 57 | 46 | 92 | 85 | 57 |
| REGION 3 | 467 | 93 | 74 | 54 | 37 | 74 | 31 | 87 | 46 | 47 | 93 | 86 | 50 |
| REGION 4 | 5118 | 94 | 85 | 67 | 53 | 80 | 50 | 87 | 74 | 63 | 95 | 90 | 76 |
| REGION 5 | 733 | 90 | 71 | 47 | 27 | 63 | 31 | 75 | 53 | 43 | 87 | 81 | 50 |
| REGION 6 | 688 | 92 | 79 | 58 | 37 | 72 | 48 | 84 | 62 | 54 | 93 | 88 | 62 |
| REGION 7 | 713 | 88 | 74 | 49 | 27 | 60 | 32 | 79 | 53 | 42 | 88 | 85 | 52 |
| REGION 8 | 327 | 90 | 76 | 53 | 37 | 66 | 32 | 81 | 52 | 42 | 89 | 88 | 60 |
| REGION 9 | 179 | 88 | 75 | 60 | 43 | 66 | 29 | 79 | 57 | 52 | 89 | 88 | 66 |
| REGION 10 | 3511 | 92 | 77 | 60 | 40 | 73 | 47 | 83 | 64 | 57 | 93 | 87 | 65 |
| REGION 11 | 1364 | 90 | 72 | 57 | 36 | 65 | 44 | 80 | 63 | 50 | 92 | 86 | 59 |
| REGION 12 | 461 | 91 | 77 | 54 | 35 | 69 | 40 | 83 | 58 | 50 | 93 | 91 | 58 |
| REGION 13 | 913 | 95 | 85 | 66 | 50 | 79 | 49 | 88 | 70 | 64 | 94 | 91 | 76 |
| REGION 14 | 127 | 94 | 78 | 61 | 37 | 71 | 43 | 78 | 61 | 54 | 94 | 89 | 64 |
| REGION 15 | 153 | 88 | 82 | 62 | 42 | 77 | 48 | 81 | 65 | 53 | 91 | 85 | 66 |
| REGION 16 | 325 | 95 | 83 | 64 | 49 | 74 | 52 | 85 | 70 | 61 | 93 | 86 | 70 |
| REGION 17 | 467 | 93 | 74 | 50 | 28 | 70 | 36 | 82 | 54 | 45 | 93 | 89 | 52 |
| REGION 18 | 537 | 93 | 77 | 59 | 30 | 70 | 42 | 82 | 64 | 50 | 93 | 88 | 64 |
| REGION 19 | 633 | 96 | 83 | 66 | 37 | 79 | 45 | 85 | 66 | 55 | 94 | 86 | 65 |
| REGION 20 | 1345 | 93 | 76 | 52 | 30 | 69 | 37 | 83 | 57 | 52 | 94 | 87 | 56 |
| STATEWIDE TOTALS | 19678 | 93 | 79 | 59 | 40 | 73 | 44 | 83 | 64 | 55 | 92 | 88 | 65 |



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TABLE XXX

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. SEQUENCE EVENTS
3. PERCEIVE CAUSE-EFFECT
4. EVALUATE INFORMATION
5. DISTINGUISH FACT, NON-FACT
6. DRAW CONCLUSIONS
7. MAKE GENERALIZATIONS
8. FOLLOW WRITTEN DIRECTIONS
9. USE PARTS OF BOOK
10. USE REFERENCE SKILLS
11. USE MAPS, CHARTS
12. STUDENTS MASTERING READING TEST

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

| STATEWIDE<br>ESC REGIONS | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| REGION 1 | 1881 | 60 | 78 | 70 | 62 | 61 | 65 | 74 | 90 | 57 | 82 | 86 | 72 |
| REGION 2 | 509 | 61 | 77 | 67 | 64 | 59 | 68 | 71 | 87 | 57 | 80 | 80 | 68 |
| REGION 3 | 179 | 65 | 77 | 60 | 57 | 53 | 63 | 69 | 85 | 54 | 83 | 79 | 66 |
| REGION 4 | 5284 | 71 | 85 | 78 | 73 | 75 | 77 | 81 | 92 | 73 | 87 | 87 | 82 |
| REGION 5 | 660 | 61 | 79 | 65 | 63 | 64 | 64 | 70 | 85 | 56 | 75 | 76 | 64 |
| REGION 6 | 650 | 76 | 88 | 77 | 76 | 74 | 79 | 82 | 90 | 70 | 88 | 88 | 81 |
| REGION 7 | 706 | 65 | 80 | 67 | 67 | 65 | 69 | 75 | 85 | 60 | 78 | 80 | 71 |
| REGION 8 | 305 | 59 | 75 | 65 | 63 | 60 | 67 | 73 | 86 | 57 | 79 | 78 | 69 |
| REGION 9 | 180 | 69 | 80 | 68 | 71 | 61 | 69 | 72 | 83 | 72 | 74 | 78 | 73 |
| REGION 10 | 3454 | 64 | 83 | 73 | 71 | 71 | 74 | 78 | 90 | 69 | 86 | 86 | 77 |
| REGION 11 | 1155 | 69 | 82 | 74 | 71 | 71 | 72 | 75 | 89 | 69 | 84 | 84 | 75 |
| REGION 12 | 424 | 68 | 83 | 70 | 69 | 67 | 69 | 76 | 91 | 64 | 84 | 83 | 73 |
| REGION 13 | 942 | 74 | 86 | 80 | 76 | 78 | 79 | 83 | 91 | 72 | 88 | 87 | 82 |
| REGION 14 | 116 | 71 | 86 | 73 | 77 | 72 | 78 | 82 | 90 | 72 | 83 | 84 | 80 |
| REGION 15 | 165 | 68 | 85 | 76 | 72 | 66 | 74 | 79 | 87 | 68 | 83 | 84 | 78 |
| REGION 16 | 331 | 69 | 82 | 70 | 70 | 64 | 74 | 77 | 85 | 69 | 81 | 84 | 75 |
| REGION 17 | 464 | 65 | 82 | 64 | 65 | 63 | 68 | 75 | 89 | 62 | 83 | 82 | 73 |
| REGION 18 | 549 | 70 | 85 | 73 | 74 | 66 | 76 | 80 | 91 | 67 | 83 | 85 | 79 |
| REGION 19 | 672 | 65 | 79 | 69 | 63 | 67 | 68 | 72 | 90 | 66 | 84 | 84 | 73 |
| REGION 20 | 1345 | 60 | 79 | 68 | 61 | 61 | 66 | 70 | 89 | 59 | 85 | 84 | 69 |
| STATEWIDE TOTALS | 19971 | 68 | 82 | 73 | 69 | 69 | 72 | 77 | 90 | 67 | 84 | 85 | 76 |

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TABLE XXXI

# TEXAS ASSESSMENT OF BASIC SKILLS

## SUBJECT AREA PERFORMANCE SUMMARY FOR EACH REGION

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | WRITING: STUDENTS DEMONSTRATING MASTERY 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | WRITTEN COMPOSITION: STUDENTS PERFORMING AT EACH LEVEL — HANDWRITING: A. ACCEPTABLE | B. HARD TO READ | C. ILLEGIBLE | D. NOT RATABLE | ORGANIZATION OF IDEAS: APPROPRIATE RESPONSE 4 | RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 | STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESC REGIONS | | | | | | | | | | | | | | | | | | |
| REGION 1 | 1047 | 81 | 70 | 91 | 48 | 88 | 82 | 96 | 1 | 0 | 3 | 1 | 6 | 53 | 35 | 4 | 58 |
| REGION 2 | 420 | 79 | 73 | 87 | 58 | 80 | 82 | 90 | 0 | 0 | 9 | 1 | 10 | 52 | 25 | 11 | 62 |
| REGION 3 | 73 | 88 | 63 | 89 | 51 | 81 | 85 | 99 | 0 | 0 | 1 | 0 | | 52 | 34 | 8 | 53 |
| REGION 4 | 4167 | 87 | 76 | 91 | 63 | 92 | 83 | 95 | 1 | 0 | 4 | 2 | 9 | 46 | 38 | 5 | 56 |
| REGION 5 | 414 | 80 | 62 | 86 | 50 | 85 | 72 | 93 | 0 | 0 | 6 | 0 | 3 | 45 | 44 | 7 | 47 |
| REGION 6 | 436 | 88 | 79 | 93 | 68 | 90 | 91 | 95 | 1 | 0 | 3 | 1 | 9 | 58 | 30 | 2 | 67 |
| REGION 7 | 389 | 86 | 70 | 87 | 57 | 86 | 78 | 95 | 1 | 0 | 4 | 1 | 7 | 45 | 42 | 5 | 52 |
| REGION 8 | 177 | 85 | 73 | 88 | 60 | 81 | 76 | 97 | 2 | 0 | 1 | 1 | 5 | 45 | 46 | 3 | 50 |
| REGION 9 | 141 | 80 | 62 | 79 | 56 | 75 | 70 | 84 | 1 | 0 | 16 | 1 | 6 | 45 | 31 | 16 | 52 |
| REGION 10 | 2693 | 85 | 76 | 89 | 63 | 88 | 85 | 95 | 1 | 0 | 4 | 2 | 9 | 49 | 35 | 5 | 59 |
| REGION 11 | 842 | 88 | 76 | 91 | 68 | 91 | 85 | 96 | 1 | 0 | 3 | 1 | 9 | 52 | 34 | 4 | 61 |
| REGION 12 | 265 | 83 | 74 | 89 | 63 | 88 | 86 | 95 | 0 | 0 | 5 | 1 | 7 | 53 | 35 | 4 | 60 |
| REGION 13 | 720 | 88 | 79 | 91 | 70 | 91 | 86 | 97 | 1 | 0 | 2 | 1 | 11 | 56 | 28 | 4 | 67 |
| REGION 14 | 69 | 91 | 81 | 87 | 67 | 90 | 88 | 99 | 0 | 0 | 1 | 0 | 16 | 51 | 32 | 1 | 65 |
| REGION 15 | 108 | 87 | 77 | 87 | 64 | 85 | 84 | 97 | 0 | 0 | 3 | 1 | 8 | 48 | 40 | 3 | 56 |
| REGION 16 | 260 | 83 | 75 | 89 | 63 | 85 | 84 | 97 | 0 | 0 | 3 | 1 | 10 | 47 | 36 | 5 | 58 |
| REGION 17 | 250 | 83 | 75 | 92 | 57 | 87 | 81 | 96 | 0 | 0 | 4 | 1 | 11 | 47 | 37 | 4 | 59 |
| REGION 18 | 412 | 88 | 78 | 92 | 60 | 89 | 88 | 99 | 0 | 0 | 1 | 0 | 7 | 53 | 38 | 1 | 59 |
| REGION 19 | 493 | 75 | 71 | 89 | 53 | 87 | 79 | 96 | 2 | 0 | 2 | 1 | 11 | 46 | 37 | 4 | 57 |
| REGION 20 | 851 | 76 | 68 | 84 | 53 | 83 | 78 | 90 | 1 | 0 | 10 | 2 | 13 | 44 | 32 | 9 | 58 |
| STATEWIDE TOTALS | 14227 | 84 | 74 | 90 | 61 | 89 | 83 | 95 | 1 | 0 | 4 | 1 | 9 | 49 | 36 | 5 | 58 |





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# SECTION X

## Results for Selected Population Groups

The performance of selected groups of students as defined by certain demographic characteristics and by participation in special school programs is discussed in this section. The data upon which these discussions are based are contained in Appendix C and Appendix E.

### Sex

The performance of females in 1983 was higher than that of males on the majority of objectives for all grades tested. The mastery percentages attained by females exceeded those of males for 21 of 26 objectives measured at Grade 3, 26 of 32 objectives at Grade 5, and 25 of 31 objectives at Grade 9. The percentages of females demonstrating mastery of the total exit level tests in mathematics, reading, and writing for Grade 9 were higher than those of males.

### Ethnicity

Ethnic performance is discussed primarily for three groups: black (not Hispanic), Hispanic, and white (not Hispanic). There were relatively small numbers of students identified as American Indian or Alaskan Native, fewer than 500 were tested in each grade. The performance of these students was higher than that of black and Hispanic students but generally not as high as that of white students. More than 4,000 Asian students were tested in Grades 3 and 5. Approximately 3,700 Asian students were tested in Grade 9.

Figure 19 displays the performance of black, Hispanic, and white students in Grade 9 for the total mathematics and reading tests for the five years that TABS tests have been administered. The 1980, 1981, 1982, and 1983 mastery percentages for the three ethnic groups do not appear elsewhere in this report but were taken from the annual TABS reports, *Texas Assessment of Basic Skills Statewide and Regional Results,* for the years shown.

For mathematics, the overall performance of the three ethnic groups has improved each year since TABS testing began in 1980. The rate of improvement and the total four-year gains made by black and Hispanic students have exceeded those made by white students. The reading performance of the three groups has improved at a somewhat higher rate and their total four-year gains are greater than for mathematics. Black and Hispanic reading performance have also improved at a higher rate than that of white students.

During the five TABS testing cycles (1980 to 1984 inclusive), the percentages of black students mastering the total tests have increased 22 points for mathematics and 29 points for reading. For the same period, the performance of Hispanic students increased 16 points for mathematics and 23 points for reading while the performance of white students increased eight points for mathematics and 11 points for reading.

Except for the handwriting objectives at Grades 3 and 5 where the performance of black and white students was the same, the percentages of white students mastering all objectives and the total exit level tests were higher than those for black and Hispanic students.

Hispanic students attained mastery percentages higher than those of black students for 30 of the 33 mathematics objectives in Grades 3, 5, and 9. Black students attained mastery percentages higher than those of Hispanic students for all of the eight reading objectives measured at Grade 3 and ten of the eleven reading objectives measured at Grade 5. For Grade 9 reading, Hispanic performance was higher than that of black students for ten of the 11 objectives measured.

The performance of black students was higher than that of Hispanic students on all Grade 3 writing objectives and five of nine writing objectives at Grade 5. For Grade 9 writing, the performance of Hispanic students was higher than that of black students on seven of nine objectives.

### Family Income

For all three subject area tests at all grade levels, students identified as being from low income families performed less well on the 1984 TABS tests than those students identified as not being from low income families.

## Students With Limited English Proficiency

Section 101.3 of the Texas Administrative Code identifies students who may be exempted from participation in the TABS testing program. Students with limited English proficiency do not meet the exemption criteria and were, therefore, required to take the TABS tests along with all other non-exempt third, fifth, and ninth grade students. In 1984, the mastery percentages attained by students with limited English proficiency were below those of students not so identified for all objectives at Grades 3, 5, and 9. Differences in the performance of the two groups tended to be smaller for mathematics than for reading and writing. For example, differences in total test mastery percentages for the two groups at the ninth grade were 31 percentage points for mathematics and 48 and 39 percentage points, respectively, for reading and writing.

## Other Special Populations

The 1984 performance of students who participated in the programs of Chapter I Regular and Migrant, Bilingual, and Special Education was below that of non-participants for all subject area tests at all grade levels. In general, differences in the performance of participants in these special programs and that of non-participants was greater for ninth graders than for either fifth or third grade students. The performance of students who participated in a state-funded Gifted and Talented Program was equal to or higher than that of non-participants for all objectives and for all three total tests at the exit level.

Braille and large print versions of the TABS tests were made available to schools for the first time in 1983 on a pilot test basis. In 1984, all school districts that indicated a need for braille and/or large print copies of the TABS tests were provided the tests and the necessary materials for their administration. The total numbers of visually handicapped students tested in 1984 were: 283 third graders, 193 fifth graders, and 150 ninth graders. Visually handicapped students performed less well in 1984 than non-handicapped students. However, in general, visually handicapped students attained a level of performance higher than that of the majority of students in other special education categories.

GRADE 9
PERCENTAGES OF STUDENTS MASTERING THE EXIT LEVEL MATHEMATICS AND READING TESTS
FOR THREE ETHNIC GROUPS
1980-1984

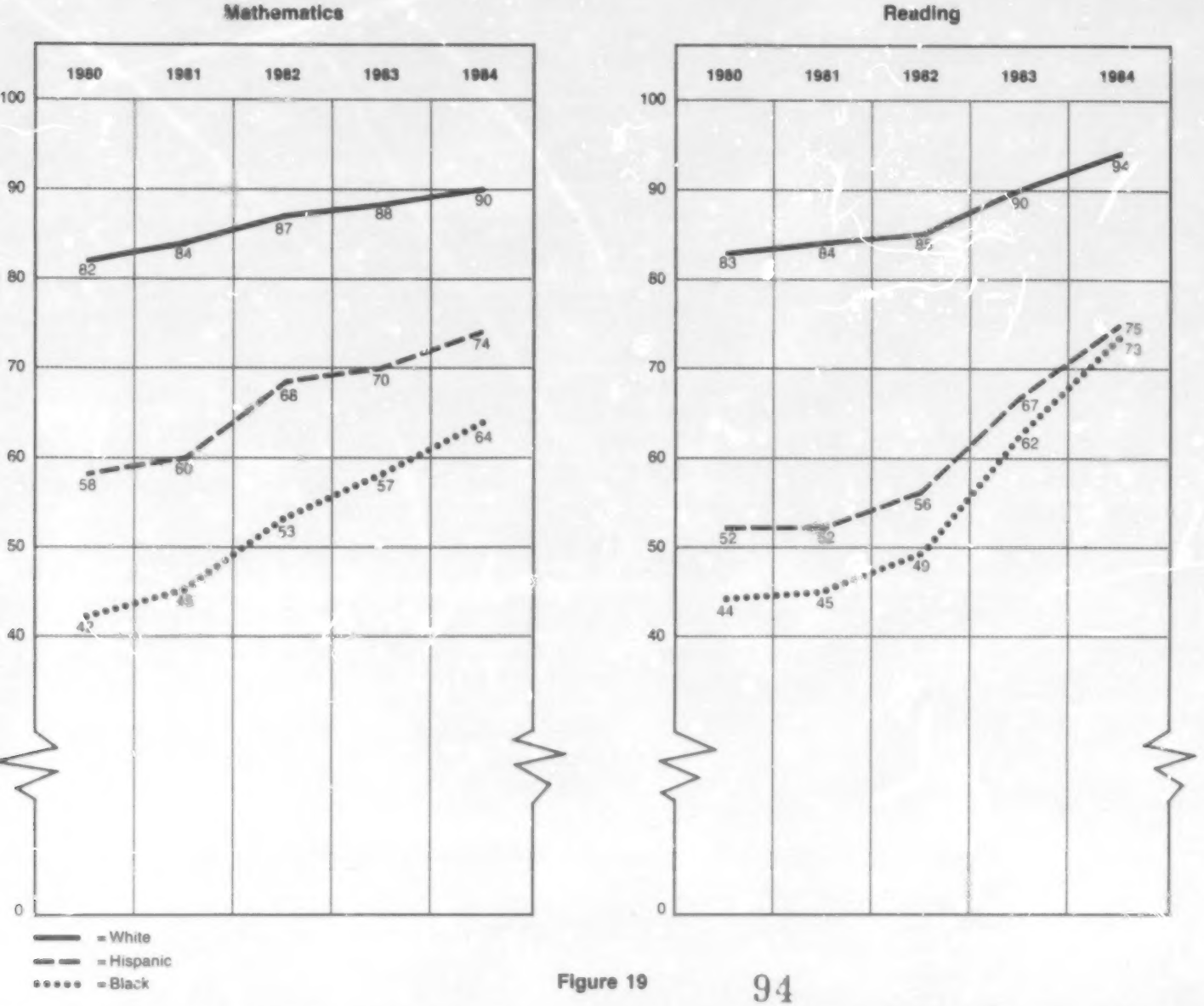


Figure 19

# SECTION XI

## Summary of Findings

The Texas Assessment of Basic Skills (TABS) tests have been administered annually since 1980 as required by Section 16.176 of the Texas Education Code. Testing has been conducted in February each year. In 1984, a total of 672,592 students were tested in Grades 3, 5, and 9. Testing/retesting of students in Grades 10, 11, and 12 who had not previously demonstrated mastery of the exit level tests became mandatory for the first time in 1984. During the 1984 testing cycle 56,904 10th grade students, 36,596 11th grade students, and 26,452 12 grade students took the TABS tests for the first time or were retested.

Criterion-referenced tests designed to assess basic skills in mathematics, reading, and writing were administered. Multiple-choice test items were used to assess mathematics and reading. For writing, both multiple-choice test items and written compositions were used. Third and fifth grade students were tested on competencies considered to represent minimum basic skills for third and fifth graders. Students in Grades 9, 10, 11, and 12 were tested on minimum competencies which high school graduates are expected to have mastered.

Differences in the aggregate student performance levels shown in this report for the five years that TABS tests have been administered may be attributable to a number of factors such as changes in populations, education programs, quality of instruction, and educational environment. However, differences in the aggregate student performance levels are not the result of year to year differences in the tests except for the written composition portion of the writing tests. Several different types of writing have been measured since TABS was initiated. Observed differences in student performance levels for these years is believed to be related to changes in the types of writing which students have been required to produce. Additionally, the quality standards for minimally acceptable written compositions were raised for all grades in 1984.

### Findings for Grades 3 and 5

The upward trend in the performance of third and fifth grade students reported in 1982 and 1983 continued in 1984. For the objectives measured with multiple-choice test items, the mastery percentages attained by third graders were higher in 1984 than in prior years for 18 of 23 objectives. For the remaining five objectives, 1984 performance was equal to that attained during previous testing cycles. For fifth grade objectives measured with multiple- choice test items, students attained mastery percentages higher than in previous years on 25 of 29 objectives. For four objectives, fifth grade performance was lower in 1984 than in some prior year.

Legible handwriting was produced by 100 percent of both third and fifth grade students. For the remaining two objectives measured with a written composition, the percent of third graders attaining mastery in 1984 was 23 points below that attained in 1983. The percent of fifth grade students attaining mastery in 1984 declined 21 percentage points from the 1983 level. This apparent decline in writing performance is the direct result of raised scoring standards for minimally acceptable written compositions in 1984.

### Findings for Grade 9

The overall performance of ninth grade students in mathematics and reading was higher than that attained in any year since the TABS program was initiated. For writing, the percent of ninth graders mastering the total test in 1984 was 20 percentage points below that attained in 1983. This apparent decline in writing performance resulted from raised scoring standards for minimally acceptable written compositions in 1984.

The total test mastery levels established by the State Board of Education for exit level tests were attained by 82 percent of the students tested in mathematics, 86 percent of the students tested in reading, and 70 percent of the students tested in writing. Ninth grade performance in 1984 was equal to or higher than in 1983 for 24 of 31 objectives in all three curriculum areas.

Approximately 90,000 ninth grade students, 40 percent of those tested, did not master all three exit level tests. This figure is somewhat higher than in 1983 when 32 percent failed to master all three tests. This apparent decline in performance is attributed to increased quality standards which written compositions were required to meet in 1984.

The performance of ninth grade students in all of the three major ethnic groups has continued the improvement trend reported in 1982 and 1983. Differences in performance among the three groups have decreased each year since TABS was initiated. The 1984 percentages of students mastering the total tests for mathematics and reading reached the highest levels yet attained. The gains made by black students in both mathematics and reading were greater than those of Hispanic students and the gains of Hispanic students were greater than those of white students.

## Findings for Grades 10, 11, and 12

Students in Grade 10 who tested for the first time in 1984 performed less well than first time tested ninth graders in all subjects. The performance of first time tested 11th graders was higher than that of first time tested ninth graders in mathematics, equal to that of ninth graders in reading, but below ninth grade performance in writing. Twelfth grade students who were tested for the first time in 1984 displayed higher performance than first time tested ninth graders in mathematics and reading but performed less well than ninth graders in writing.

The numbers of students who took the exit level tests in 1984 (tested for the first time or were retested) but failed to demonstrate mastery of at least one of the mathematics, reading, or writing tests are:

### Non-Masterers of Exit Level Tests

| | Number | Percent of Students Tested |
|---|---|---|
| Grade 9 | 90,179 | 40% |
| Grade 10 | 45,053 | 79% |
| Grade 11 | 27,190 | 74% |
| Grade 12 | 18,646 | 70% |

The non-masterers will be required to retest during the 1985 testing cycle.

## Miscellaneous Findings

The performance of females was higher than that of males for the majority of the objectives at all three grade levels. However, differences between the two groups were somewhat smaller for mathematics than for reading and writing.

The performance of students identified as having limited English proficiency was substantially below that of students not so identified for all objectives at all grade levels. Differences in the performance of the two groups tended to be greater for reading and writing objectives than for mathematics objectives.

# APPENDIX A

## Texas Assessment of Basic Skills
## Basic Skills Objectives
## For 1982, 1983, 1984

**Mathematics objectives measured by the TABS tests:**

**Grade 3**

1. Read and write four-digit whole numbers (word or numerical form).
2. Arrange a group of three whole numbers from the greatest to least and least to greatest (up to three digits).
3. Find the sum of one-, two-, or three-digit numbers, with two or three addends, with or without regrouping.
4. Subtract numbers having as many as three digits, with or without regrouping.
5. Solve word problems involving addition or subtraction of whole numbers.
6. Complete a number pattern involving multiples of two, three, four, five, and ten.
7. Find that product of two one-digit numbers with one factor less than six.
8. Use pictorial models to identify halves, thirds, or fourths.
9. State the value (up to $5.00) of a given set of coins and bills.
10. Select the unit of measurement needed to determine weight/mass, liquid volume, length, and time.

**Grade 5**

1. Identify by name geometric terms and figures.
2. Demonstrate the ability to interpret place value.
3. Add a column of numbers where regrouping is required.
4. Perform subtraction using whole numbers with regrouping.
5. Multiply a whole number less than 1000 by a whole number less than 100 where regrouping is necessary.
6. Find a quotient with or without remainders.
7. Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money.
8. Solve word problems involving multiplication and division of whole numbers.
9. Select the unit of measurement needed to determine weight/mass, liquid volume, length, temperature, and time.
10. Read and interpret mathematical information displayed on graphs.
11. Use pictorial models to identify equivalent fractional parts of objects or sets of objects.
12. Arrange a group of whole numbers from largest to smallest or from smallest to largest.

**Exit Level**

1. Add and subtract whole numbers where regrouping is required.
2. Multiply and divide whole numbers.
3. Solve problems using the basic operations.
4. Add, subtract, and multiply fractions and mixed numbers.
5. Add or subtract, multiply and divide decimal fractions.
6. Solve problems involving income, banking, cost comparisons, and taxes.
7. Determine total dollar amounts and/or correct change from a specified amount.
8. Use the basic operations to solve problems involving measures.
9. Solve problems involving ratios, proportions, and percents.
10. Use maps to determine approximate distances or locations.
11. Read and interpret mathematical information from a chart or graph.

**Reading objectives measured by the TABS tests:**

**Grade 3**

1. Identify the main idea.
2. Comprehend accurately the details in a reading selection.
3. Arrange a list of events in sequential order.
4. Follow a set of written directions.
5. Recognize words through phonic analysis.
6. Use context clues to understand the meaning of words.
7. Use word structure to identify words.
8. Recognize words by sight.

**Grade 5**

1. Identify the main idea.
2. Recall specific facts and details.
3. Arrange a list of events in sequential order.
4. Distinguish between fact and non-fact.
5. Draw logical conclusions.
6. Predict probable future actions or outcomes.
7. Use context to understand the meaning of words.
8. Use an index to locate information.
9. Use maps and charts, graphs and schedules to get information.
10. Follow a set of written directions.
11. Explain and relate to the feelings and emotions of characters.

**Exit Level**

1. Identify the main idea.
2. Arrange a list of events in sequence.
3. Perceive cause-and-effect relationships.
4. Evaluate and make judgments on the basis of information given.
5. Distinguish between fact and non-fact.
6. Make inferences and draw logical conclusions.
7. Arrive at a generalization from a given series of details and/or assumptions.
8. Follow written directions involving subordinate steps.
9. Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index).
10. Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper).
11. Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules).

**Writing objectives measured by the TABS tests:**

**Grade 3**

1. Demonstrate the correct spelling of commonly used words.
2. Demonstrate knowledge of standard punctuation.
3. Demonstrate knowledge of standard uses of capitalization.
4. Demonstrate knowledge of correct English usage.
5. Demonstrate the ability to control sentence structure.
6. Organize ideas in writing.
7. Respond appropriately to the topic specified in the stimulus.
8. Use legible handwriting for effective communication.

**Grade 5 and Exit Level**

1. Demonstrate the correct spelling of commonly used words.
2. Demonstrate knowledge of standard punctuation.
3. Demonstrate knowledge of standard uses of capitalization.
4. Demonstrate knowledge of correct English usage.
5. Demonstrate the ability to control sentence structure.
6. Demonstrate the ability to complete commonly used forms.
7. Organize ideas in writing.
8. Respond appropriately to purpose and audience in a given writing situation.
9. Use legible handwriting for effective communication.

# APPENDIX B

## Written Composition-Generic Scoring Guide

At the direction of the State Board of Education, the standards for minimally acceptable written composition for the Texas Assessment of Basic Skills (TABS) tests for 1984 and 1985 were raised. For a paper to receive a score of "2," the paper must demonstrate a higher level of quality than in previous years. Likewise, the criteria for score point "3" were raised. This change applies to all grades tested. Papers must be better organized, demonstrate a better command of language, and be more fully elaborated than in the past.

Following is a general description of the characteristics of each score point. These traits are common to expressive, informative, and persuasive writing.

**Score point 0:**
These papers are not scorable because they are blank or fail in other ways to respond to the assignment. They include:

- papers that do not respond to the required task
- papers in which the student has merely written a word or a brief phrase with no indication of an attempt to attend to the task
- responses that are incoherent
- papers that reply, "I don't know"
- papers that merely copy or paraphrase the assignment
- responses that are illegible
- papers that are written entirely in a language other than English
- blank papers

**Score Point 1:**
These papers attempt to address the topic but merely include an unelaborated response to the topic. The following kinds of papers fall into the "1" category:

- papers that respond to the stimulus in a skeletal and brief way
- papers that attend very briefly to the task but do not remain on the topic
- responses that are poorly organized or contain gaps
- papers that do not respond with the type of writing cued in the stimulus
- responses which are inappropriate for the audience (if applicable) and advocate unlawful acts, contain obscene language, advocate lewdness, or are blatantly contrary to general school policy
- responses that exhibit a lack of control of written language, i.e., confused syntax, extensive misspellings, or confused thoughts, so that communication is impaired

**Score Point 2:**
These papers respond minimally to the task using the purpose and mode of writing indicated in the stimulus. These papers are characterized by the following:

- papers that contain a somewhat elaborated response to the topic
- responses in which organization is apparent but gaps and/or repetitions occur
- responses characterized by limited control of written language, i.e., word choice may be limited, syntax may be awkard or simplistic, or errors in usage may occur
- responses in which an awareness of audience is evident (if applicable)

**Score Point 3:**
These papers represent good attempts at responding to the assignment. The reader has no difficulty understanding what the writer was attempting to say. These papers are characterized by the following:

- papers that present a moderately well-elaborated response to the assignment
- responses in which an organizational strategy is apparent, although brief digressions may occur
- responses that exhibit a control of written language characterized by clarity of expression and effective word choice
- responses in which a clear sense of audience is apparent (if applicable)

**Score Point 4:**
These papers are consistent, organized, and elaborated responses to the assignment. The few inconsistencies that may occur are overwhelmed by the exceilent quality of the response. These papers are characterized by the following:

- papers that are specific and elaborated
- papers which contain a clear sense of order and completeness and are consistent in organizational strategy
- responses characterized by an absence of gaps, inconsistencies, digressions, or needless repetitions
- papers that employ sophisticated syntactic constructions, a varied word choice, and rich details
- papers characterized by an overall fluency in the expression of ideas
- papers in which a clear sense of audience is evident throughout the response (if applicable)

# Appendix C

## Percentages of Students Mastering Objectives According to Various Demographic and Program Variables

## Grades 3, 5, 9, 10, 11, and 12

# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| | NO OF STUDENTS TESTED | 1. READ AND WRITE WHOLE NUMBERS | 2. ORDER WHOLE NUMBERS | 3. ADD WHOLE NUMBERS | 4. SUBTRACT WHOLE NUMBERS | 5. SOLVE WORD PROBLEMS: +, - | 6. COMPLETE NUMBER PATTERNS | 7. MULTIPLY WHOLE NUMBERS | 8. IDENTIFY FRACTIONAL PARTS | 9. IDENTIFY VALUES OF MONEY | 10. SELECT UNITS OF MEASURE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 223150 | 88 | 79 | 91 | 80 | 88 | 88 | 94 | 90 | 92 | 71 |
| ETHNIC GROUP | | | | | | | | | | | |
| AMERICAN INDIAN | 329 | 92 | 80 | 94 | 80 | 89 | 92 | 96 | 90 | 94 | 72 |
| ASIAN | 4212 | 96 | 89 | 98 | 89 | 96 | 95 | 97 | 95 | 96 | 78 |
| BLACK | 29745 | 68 | 59 | 82 | 67 | 75 | 73 | 87 | 82 | 86 | 58 |
| HISPANIC | 27762 | 83 | 67 | 89 | 70 | 80 | 81 | 91 | 85 | 89 | 61 |
| OTHER | 1486 | 84 | 69 | 89 | 76 | 85 | 85 | 92 | 88 | 91 | 61 |
| WHITE | 117159 | 93 | 87 | 94 | 84 | 92 | 92 | 96 | 92 | 94 | 80 |
| SEX | | | | | | | | | | | |
| MALE | 114531 | 88 | 80 | 90 | 78 | 87 | 89 | 94 | 89 | 93 | 72 |
| FEMALE | 108619 | 87 | 77 | 93 | 83 | 89 | 88 | 95 | 91 | 91 | 71 |
| MEAL PROGRAM | | | | | | | | | | | |
| PARTICIPANTS | 88585 | 81 | 68 | 88 | 74 | 83 | 83 | 91 | 87 | 90 | 60 |
| NON-PARTICIPANTS | 134565 | 92 | 86 | 93 | 84 | 91 | 92 | 96 | 92 | 94 | 79 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | |
| PARTICIPANTS | 33743 | 75 | 60 | 85 | 67 | 76 | 77 | 89 | 85 | 86 | 50 |
| NON-PARTICIPANTS | 189407 | 90 | 82 | 92 | 82 | 90 | 90 | 95 | 91 | 93 | 75 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | |
| LANGUAGE ARTS | 4764 | 74 | 60 | 88 | 72 | 80 | 79 | 91 | 87 | 89 | 62 |
| MATHEMATICS | 5032 | 74 | 62 | 87 | 73 | 79 | 78 | 91 | 87 | 89 | 60 |
| ORAL LANGUAGE DEVELOPMENT | 4687 | 71 | 58 | 87 | 73 | 78 | 78 | 89 | 86 | 88 | 62 |
| ELIGIBLE BUT NOT PARTICIPATING | 1209 | 78 | 66 | 87 | 76 | 81 | 80 | 91 | 87 | 90 | 67 |
| NOT ELIGIBLE | 214559 | 88 | 79 | 91 | 80 | 88 | 89 | 94 | 90 | 92 | 72 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| | NO OF STUDENTS TESTED | 1. READ AND WRITE WHOLE NUMBERS | 2. ORDER WHOLE NUMBERS | 3. ADD WHOLE NUMBERS | 4. SUBTRACT WHOLE NUMBERS | 5. SOLVE WORD PROBLEMS: +, - | 6. COMPLETE NUMBER PATTERNS | 7. MULTIPLY WHOLE NUMBERS | 8. IDENTIFY FRACTIONAL PARTS | 9. IDENTIFY VALUES OF MONEY | 10. SELECT UNITS OF MEASURE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | |
| LEP STUDENTS | 21554 | 70 | 54 | 85 | 69 | 75 | 78 | 89 | 83 | 87 | 45 |
| NON-LEP STUDENTS | 201596 | 90 | 81 | 92 | 81 | 89 | 89 | 95 | 91 | 93 | 74 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | |
| BILINGUAL | 18064 | 70 | 55 | 86 | 70 | 76 | 79 | 89 | 84 | 88 | 44 |
| ENGLISH AS A SECOND LANGUAGE | 3562 | 73 | 56 | 86 | 73 | 77 | 80 | 90 | 85 | 87 | 47 |
| NEITHER BILINGUAL NOR ESL | 201521 | 90 | 81 | 92 | 81 | 89 | 89 | 95 | 91 | 93 | 74 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | |
| LEARNING DISABILITY | 8076 | 67 | 57 | 80 | 62 | 67 | 71 | 83 | 81 | 81 | 42 |
| EMOTIONALLY DISTURBED | 478 | 65 | 57 | 80 | 63 | 67 | 70 | 82 | 78 | 82 | 47 |
| SPEECH HANDICAPPED | 7326 | 87 | 72 | 89 | 74 | 83 | 83 | 91 | 88 | 87 | 62 |
| VISUALLY HANDICAPPED | 293 | 84 | 65 | 85 | 75 | 79 | 80 | 89 | 86 | 87 | 64 |
| OTHER HANDICAPPING CONDITION | 308 | 68 | 61 | 76 | 67 | 74 | 74 | 86 | 81 | 74 | 56 |
| NON-SPECIAL EDUCATION | 208128 | 89 | 80 | 92 | 81 | 89 | 89 | 95 | 90 | 93 | 72 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | |
| PARTICIPANTS | 4400 | 99 | 98 | 99 | 96 | 99 | 99 | 99 | 99 | 99 | 96 |
| NON-PARTICIPANTS | 218750 | 87 | 78 | 91 | 80 | 88 | 88 | 94 | 90 | 92 | 71 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. FOLLOW WRITTEN DIRECTIONS
5. RECOGNIZE WORDS THROUGH PHONICS
6. USE CONTEXT CLUES
7. UNDERSTAND WORD STRUCTURES
8. RECOGNIZE WORDS BY SIGHT

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

| | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 219313 | 77 | 87 | 78 | 97 | 94 | 89 | 87 | 94 |
| ETHNIC GROUP | | | | | | | | | |
| AMERICAN INDIAN | 328 | 80 | 91 | 81 | 99 | 97 | 95 | 92 | 96 |
| ASIAN | 4[illegible] | 80 | 89 | 81 | 96 | 95 | 89 | 86 | 94 |
| BLACK | 29[illegible] | 69 | 84 | 72 | 96 | 93 | 86 | 82 | 94 |
| HISPANIC | 70167 | 65 | 79 | 69 | 94 | 90 | 81 | 76 | 88 |
| WHITE | 115201 | 86 | 93 | 86 | 99 | 97 | 95 | 94 | 98 |
| SEX | | | | | | | | | |
| MALE | 111710 | 75 | 85 | 75 | 96 | 94 | 89 | 85 | 94 |
| FEMALE | 107603 | 79 | 89 | 81 | 97 | 95 | 91 | 88 | 95 |
| MEAL PROGRAM | | | | | | | | | |
| PARTICIPANTS | [illegible]670 | 64 | 79 | 66 | 94 | 90 | 82 | 76 | 89 |
| NON-PARTICIPANTS | 132643 | 85 | 92 | 85 | 99 | 97 | 94 | 93 | 98 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | |
| PARTICIPANTS | 33014 | 52 | 69 | 53 | 92 | 86 | 74 | 66 | 85 |
| NON-PARTICIPANTS | 186299 | 82 | 90 | 82 | 98 | 96 | 92 | 90 | 96 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | |
| LANGUAGE ARTS | 4701 | 51 | 67 | 52 | 88 | 85 | 70 | 59 | 79 |
| MATHEMATICS | 3000 | 51 | 66 | 55 | 87 | 85 | 70 | 57 | 79 |
| ORAL LANGUAGE DEVELOPMENT | 1665 | 48 | 64 | 49 | 87 | 82 | 67 | 54 | 75 |
| ELIGIBLE BUT NOT PARTICIPATING | 2476 | 57 | 70 | 58 | 89 | 86 | 74 | 64 | 82 |
| NOT ELIGIBLE | 210843 | 78 | 88 | 79 | 97 | 95 | 90 | 88 | 95 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

| | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. RECALL FACTS, DETAILS | 3. SEQUENCE EVENTS | 4. FOLLOW WRITTEN DIRECTIONS | 5. RECOGNIZE WORDS THROUGH PHONICS | 6. USE CONTEXT CLUES | 7. UNDERSTAND WORD STRUCTURES | 8. RECOGNIZE WORDS BY SIGHT |
|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | |
| LEP STUDENTS | 20960 | 43 | 60 | 45 | 84 | 80 | 62 | 51 | 71 |
| NON-LEP STUDENTS | 198353 | 81 | 90 | 81 | 98 | 96 | 92 | 90 | 97 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | |
| BILINGUAL | 17651 | 43 | 60 | 45 | 84 | 81 | 61 | 51 | 71 |
| ENGLISH AS A SECOND LANGUAGE | 3461 | 46 | 64 | 51 | 86 | 81 | 67 | 58 | 76 |
| NEITHER BILINGUAL NOR ESL | 198201 | 81 | 90 | 81 | 98 | 96 | 92 | 90 | 97 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | |
| LEARNING DISABILITY | 4965 | 49 | 63 | 48 | 86 | 79 | 69 | 60 | 80 |
| EMOTIONALLY DISTURBED | 415 | 53 | 68 | 53 | 87 | 84 | 74 | 67 | 84 |
| SPEECH HANDICAPPED | 6807 | 70 | 82 | 70 | 94 | 90 | 83 | 77 | 91 |
| VISUALLY HANDICAPPED | 227 | 64 | 78 | 65 | 87 | 88 | 80 | 68 | 84 |
| OTHER HANDICAPPING CONDITION | 648 | 63 | 75 | 64 | 87 | 85 | 77 | 70 | 88 |
| NON-SPECIAL EDUCATION | 207564 | 78 | 88 | 79 | 97 | 95 | 90 | 87 | 95 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | |
| PARTICIPANTS | 4394 | 98 | 99 | 94 | 100 | 100 | 99 | 99 | 100 |
| NON-PARTICIPANTS | 214919 | 77 | 87 | 77 | 97 | 94 | 89 | 86 | 94 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

| | NO. OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY | | | | | HANDWRITING | | | | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL | | | | | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | | | | | |
| ALL STUDENTS TESTED | 219056 | 96 | 74 | 93 | 92 | 79 | 98 | 2 | 0 | 0 | 0 | 7 | 65 | 27 | 1 | | | | | |
| ETHNIC GROUP | | | | | | | | | | | | | | | | | | | | |
| AMERICAN INDIAN | 325 | 89 | 78 | 91 | 85 | 65 | 95 | 1 | 0 | 0 | 0 | 5 | 57 | 37 | 0 | | | | | |
| ASIAN | 4548 | 95 | 87 | 97 | 95 | 85 | 98 | 1 | 0 | 0 | 0 | 3 | 46 | 49 | 1 | | | | | |
| BLACK | 23481 | 92 | 68 | 90 | 80 | 73 | 96 | 3 | 0 | 0 | 0 | 4 | 46 | 48 | 1 | | | | | |
| HISPANIC | 76026 | 92 | 66 | 88 | 84 | 70 | 97 | 2 | 0 | 0 | 0 | 4 | 50 | 45 | 1 | | | | | |
| WHITE | 114997 | 98 | 81 | 96 | 97 | 84 | 98 | 2 | 0 | 0 | 0 | 1 | 4 | 71 | 24 | | | | | |
| SEX | | | | | | | | | | | | | | | | | | | | |
| MALE | 111619 | 95 | 73 | 91 | 91 | 78 | 97 | 3 | 0 | 0 | 0 | 9 | 68 | 22 | 1 | | | | | |
| FEMALE | 107437 | 97 | 77 | 94 | 94 | 81 | 98 | 1 | 0 | 0 | 0 | 4 | 62 | 33 | 1 | | | | | |
| MEAL PROGRAM | | | | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 86610 | 93 | 65 | 89 | 86 | 70 | 97 | 3 | 0 | 0 | 0 | 3 | 57 | 38 | 1 | | | | | |
| NON-PARTICIPANTS | 132446 | 98 | 80 | 96 | 96 | 86 | 98 | 1 | 0 | 0 | 0 | 1 | 4 | 76 | 19 | | | | | |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 32232 | 89 | 55 | 85 | 81 | 62 | 96 | 4 | 0 | 0 | 0 | 5 | 58 | 36 | 1 | | | | | |
| NON-PARTICIPANTS | 182117 | 97 | 78 | 94 | 94 | 83 | 98 | 1 | 0 | 0 | 0 | 2 | 23 | 73 | 2 | | | | | |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | | | | | | | | |
| LANGUAGE ARTS | 4621 | 86 | 55 | 82 | 77 | 60 | 95 | 4 | 0 | 1 | 0 | 1 | 44 | 53 | 2 | | | | | |
| MATHEMATICS | 2968 | 85 | 52 | 81 | 73 | 56 | 95 | 4 | 0 | 1 | 0 | 1 | 41 | 56 | 2 | | | | | |
| ORAL LANGUAGE DEVELOPMENT | 1643 | 85 | 52 | 81 | 73 | 56 | 95 | 4 | 0 | 1 | 0 | 1 | 41 | 56 | 2 | | | | | |
| ELIGIBLE BUT NOT PARTICIPATING | 3572 | 87 | 58 | 84 | 80 | 68 | 96 | 3 | 0 | 0 | 0 | 1 | 47 | 50 | 2 | | | | | |
| NOT ELIGIBLE | 210613 | 96 | 75 | 93 | 93 | 80 | 98 | 2 | 0 | 0 | 0 | 7 | 65 | 27 | 1 | | | | | |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

WRITING
STUDENTS
DEMONSTRATING MASTERY

WRITTEN COMPOSITION
STUDENTS PERFORMING AT EACH LEVEL

HANDWRITING

ORGANIZATION OF IDEAS
APPROPRIATE RESPONSE

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 03

STATEWIDE

| | NO OF STUDENTS TESTED | SPELLING 1. | PUNCTUATION 2. | CAPITALIZATION 3. | CORRECT ENGLISH USAGE 4. | SENTENCE STRUCTURE 5. | ACCEPTABLE A | HARD TO READ B | ILLEGIBLE C | NOT RATABLE D | RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | | | |
| LEP STUDENTS | 20942 | 87 | 51 | 76 | 68 | 54 | 94 | 4 | 0 | 2 | 0 | 1 | 32 | 56 | 4 |
| NON-LEP STUDENTS | 198114 | 98 | 77 | 94 | 95 | 82 | 98 | 2 | 0 | 0 | 0 | 7 | 68 | 24 | 0 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | | |
| BILINGUAL | 17636 | 82 | 53 | 77 | 68 | 55 | 94 | 4 | 0 | 2 | 0 | 1 | 32 | 57 | 4 |
| ENGLISH AS A SECOND LANGUAGE | 3451 | 84 | 54 | 77 | 72 | 57 | 96 | 3 | 0 | 1 | 0 | 1 | 43 | 51 | 4 |
| NEITHER BILINGUAL NOR ESL | 197969 | 98 | 77 | 94 | 95 | 82 | 98 | 2 | 0 | 0 | 0 | 7 | 68 | 24 | 0 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 5264 | 81 | 48 | 74 | 73 | 50 | 93 | 5 | 0 | 2 | 0 | 1 | 43 | 53 | 3 |
| EMOTIONALLY DISTURBED | 422 | 84 | 50 | 75 | 77 | 60 | 94 | 5 | 0 | 2 | 0 | 2 | 49 | 47 | 2 |
| SPEECH HANDICAPPED | 6814 | 94 | 66 | 89 | 87 | 72 | 96 | 3 | 0 | 1 | 0 | 5 | 59 | 35 | 1 |
| VISUALLY HANDICAPPED | 231 | 86 | 61 | 87 | 84 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER HANDICAPPING CONDITION | 253 | 89 | 57 | 81 | 83 | 65 | 93 | 5 | 0 | 2 | 0 | 3 | 47 | 45 | 7 |
| NON-SPECIAL EDUCATION | 207019 | 96 | 75 | 93 | 93 | 80 | 98 | 2 | 0 | 0 | 0 | 7 | 66 | 26 | 1 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | | |
| PARTICIPANTS | 4388 | 100 | 96 | 100 | 100 | 98 | 99 | 0 | 0 | 0 | 2 | 22 | 68 | 7 | 0 |
| NON-PARTICIPANTS | 214668 | 96 | 74 | 92 | 92 | 79 | 98 | 2 | 0 | 0 | 0 | 6 | 65 | 28 | 1 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

| | NO OF STUDENTS TESTED | 1. IDENTIFY GEOMETRIC TERMS, FIGURES | 2. INTERPRET PLACE VALUE | 3. ADD WHOLE NUMBERS | 4. SUBTRACT WHOLE NUMBERS | 5. MULTIPLY WHOLE NUMBERS | 6. DIVIDE WHOLE NUMBERS | 7. SOLVE WORD PROBLEMS; +, - | 8. SOLVE WORD PROBLEMS; X, + | 9. SELECT UNITS OF MEASURE | 10. INTERPRET GRAPHS | 11. IDENTIFY EQUIVALENT FRACTIONS | 12. ORDER WHOLE NUMBERS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 219350 | 81 | 69 | 93 | 86 | 88 | 83 | 83 | 68 | 89 | 97 | 73 | |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 408 | 84 | 71 | 94 | 87 | 89 | 83 | 85 | 72 | 90 | 98 | 77 | |
| ASIAN | 4053 | 84 | 78 | 97 | 94 | 96 | 92 | 88 | 81 | 89 | 97 | 93 | |
| BLACK | 30020 | 73 | 59 | 90 | 76 | 81 | 75 | 75 | 54 | 82 | 98 | 82 | |
| HISPANIC | 67382 | 74 | 59 | 93 | 83 | 86 | 79 | 79 | 57 | 84 | 95 | 89 | |
| WHITE | 117487 | 88 | 77 | 94 | 90 | 92 | 87 | 88 | 78 | 94 | 99 | 84 | |
| SEX | | | | | | | | | | | | | |
| MALE | 112335 | 81 | 71 | 91 | 84 | 87 | 81 | 81 | 70 | 90 | 96 | 74 | |
| FEMALE | 107015 | 82 | 67 | 95 | 87 | 90 | 85 | 85 | 67 | 88 | 97 | 71 | |
| MEAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 82202 | 73 | 58 | 91 | 80 | 83 | 75 | 76 | 55 | 82 | 94 | 59 | |
| NON-PARTICIPANTS | 137148 | 87 | 76 | 94 | 89 | 92 | 87 | 87 | 77 | 93 | 99 | 81 | |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 28817 | 66 | 50 | 88 | 73 | 79 | 67 | 66 | 41 | 76 | 92 | 50 | |
| NON-PARTICIPANTS | 190533 | 84 | 72 | 95 | 88 | 90 | 85 | 86 | 73 | 91 | 98 | 76 | |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 4267 | 61 | 47 | 90 | 78 | 81 | 67 | 68 | 45 | 74 | 88 | 42 | |
| MATHEMATICS | 2667 | 64 | 45 | 90 | 79 | 81 | 68 | 69 | 47 | 73 | 89 | 50 | |
| ORAL LANGUAGE DEVELOPMENT | 1245 | 60 | 48 | 89 | 78 | 82 | 68 | 67 | 48 | 72 | 87 | 49 | |
| ELIGIBLE BUT NOT PARTICIPATING | 3175 | 70 | 54 | 92 | 82 | 84 | 74 | 71 | 54 | 78 | 92 | 64 | |
| NOT ELIGIBLE | 211747 | 82 | 69 | 93 | 86 | 89 | 83 | 83 | 69 | 90 | 97 | 73 | |

# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| | NO OF STUDENTS TESTED | 1. Identify geometric terms, figures | 2. Interpret place value | 3. Add whole numbers | 4. Subtract whole numbers | 5. Multiply whole numbers | 6. Divide whole numbers | 7. Solve word problems; +, - | 8. Solve word problems; x, ÷ | 9. Select units of measure | 10. Interpret graphs | 11. Identify equivalent fractions | 12. Order whole numbers |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | |
| LEP STUDENTS | 14829 | 57 | 44 | 88 | 74 | 78 | 66 | 62 | 40 | 70 | 84 | 45 | 64 |
| NON-LEP STUDENTS | 204526 | 83 | 71 | 93 | 86 | 89 | 84 | 84 | 71 | 91 | 98 | 75 | 89 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | |
| BILINGUAL | 11184 | 58 | 44 | 89 | 74 | 78 | 65 | 63 | 40 | 70 | 85 | 45 | 65 |
| ENGLISH AS A SECOND LANGUAGE | 3354 | 56 | 43 | 90 | 73 | 82 | 72 | 66 | 47 | 71 | 87 | 51 | 68 |
| NEITHER BILINGUAL NOR ESL | 204812 | 83 | 70 | 93 | 86 | 89 | 84 | 84 | 70 | 91 | 98 | 74 | 89 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
| LEARNING DISABILITY | 7551 | 54 | 46 | 79 | 64 | 69 | 54 | 53 | 35 | 63 | 82 | 49 | 66 |
| EMOTIONALLY DISTURBED | 536 | 65 | 57 | 78 | 66 | 71 | 57 | 62 | 42 | 73 | 86 | 56 | 72 |
| SPEECH HANDICAPPED | 3111 | 71 | 61 | 88 | 78 | 80 | 72 | 71 | 54 | 79 | 91 | 69 | 78 |
| VISUALLY HANDICAPPED | 180 | 69 | 47 | 83 | 71 | 69 | 58 | 71 | 53 | 75 | 83 | 64 | 73 |
| OTHER HANDICAPPING CONDITION | 307 | 59 | 48 | 74 | 56 | 65 | 55 | 54 | 36 | 65 | 81 | 43 | 63 |
| NON-SPECIAL EDUCATION | 208516 | 83 | 70 | 93 | 87 | 89 | 84 | 84 | 70 | 90 | 97 | 74 | 88 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 6307 | 96 | 93 | 98 | 98 | 99 | 98 | 99 | 98 | 99 | 100 | 98 | 99 |
| NON-PARTICIPANTS | 212963 | 81 | 68 | 93 | 85 | 88 | 82 | 83 | 68 | 89 | 97 | 72 | 87 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

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READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. DISTINGUISH FACT, NON-FACT
5. DRAW CONCLUSIONS
6. PREDICT OUTCOMES
7. USE CONTEXT CLUES
8. USE INDEX
9. USE MAPS, CHARTS
10. FOLLOW WRITTEN DIRECTIONS
11. IDENTIFY CHARACTER FEELINGS

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

| | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 216515 | 66 | 81 | 78 | 71 | 82 | 72 | 95 | 88 | 90 | 87 | 85 |
| ETHNIC GROUP | | | | | | | | | | | | |
| AMERICAN INDIAN | 401 | 67 | 86 | 81 | 73 | 85 | 75 | 97 | 90 | 94 | 88 | 88 |
| ASIAN | 4021 | 69 | 82 | 81 | 74 | 80 | 75 | 96 | 90 | 89 | 87 | 87 |
| BLACK | 29518 | 60 | 74 | 72 | 59 | 74 | 63 | 95 | 83 | 82 | 82 | 83 |
| HISPANIC | 66271 | 54 | 70 | 68 | 57 | 72 | 60 | 89 | 83 | 84 | 80 | 82 |
| WHITE | 116304 | 75 | 88 | 85 | 82 | 90 | 81 | 99 | 92 | 94 | 92 | 92 |
| SEX | | | | | | | | | | | | |
| MALE | 110037 | 64 | 79 | 74 | 69 | 79 | 68 | 95 | 85 | 90 | 83 | 82 |
| FEMALE | 106478 | 69 | 82 | 81 | 74 | 85 | 76 | 97 | 90 | 89 | 90 | 88 |
| MEAL PROGRAM | | | | | | | | | | | | |
| PARTICIPANTS | 80714 | 53 | 69 | 67 | 56 | 71 | 58 | 90 | 81 | 83 | 79 | 75 |
| NON-PARTICIPANTS | 135801 | 75 | 88 | 84 | 80 | 89 | 80 | 98 | 92 | 94 | 91 | 91 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | |
| PARTICIPANTS | 28403 | 39 | 56 | 54 | 43 | 58 | 43 | 87 | 73 | 77 | 71 | 65 |
| NON-PARTICIPANTS | 188112 | 70 | 84 | 81 | 75 | 86 | 76 | 96 | 90 | 91 | 89 | 88 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | |
| LANGUAGE ARTS | 4219 | 35 | 52 | 52 | 39 | 52 | 42 | 77 | 69 | 73 | 66 | 58 |
| MATHEMATICS | 2631 | 39 | 54 | 53 | 41 | 54 | 44 | 77 | 71 | 73 | 67 | 59 |
| ORAL LANGUAGE DEVELOPMENT | 1222 | 32 | 49 | 48 | 36 | 49 | 38 | 72 | 65 | 70 | 62 | 56 |
| ELIGIBLE BUT NOT PARTICIPATING | 2134 | 45 | 64 | 61 | 46 | 64 | 52 | 81 | 74 | 79 | 75 | 68 |
| NOT ELIGIBLE | 209029 | 67 | 82 | 78 | 72 | 83 | 73 | 96 | 88 | 90 | 87 | 86 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. RECALL FACTS, DETAILS
3. SEQUENCE EVENTS
4. DISTINGUISH FACT, NON-FACT
5. DRAW CONCLUSIONS
6. PREDICT OUTCOMES
7. USE CONTEXT CLUES
8. USE INDEX
9. USE MAPS, CHARTS
10. FOLLOW WRITTEN DIRECTIONS
11. IDENTIFY CHARACTER FEELINGS

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

| | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | |
| LEP STUDENTS | 14408 | 29 | 43 | 45 | 34 | 43 | 34 | 68 | 65 | 67 | 59 | 42 |
| NON-LEP STUDENTS | 202107 | 69 | 83 | 80 | 74 | 85 | 75 | 97 | 89 | 91 | 89 | 88 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | |
| BILINGUAL | 10923 | 30 | 46 | 46 | 35 | 45 | 35 | 68 | 65 | 67 | 59 | 50 |
| ENGLISH AS A SECOND LANGUAGE | 3255 | 34 | 49 | 50 | 41 | 49 | 40 | 72 | 70 | 70 | 65 | 55 |
| NEITHER BILINGUAL NOR ESL | 202337 | 69 | 83 | 80 | 74 | 85 | 74 | 97 | 89 | 91 | 88 | 88 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | |
| LEARNING DISABILITY | 5150 | 34 | 48 | 44 | 38 | 51 | 36 | 81 | 61 | 70 | 57 | 57 |
| EMOTIONALLY DISTURBED | 559 | 46 | 62 | 57 | 52 | 66 | 50 | 92 | 74 | 80 | 70 | 70 |
| SPEECH HANDICAPPED | 2840 | 54 | 70 | 67 | 58 | 72 | 59 | 91 | 80 | 83 | 79 | 76 |
| VISUALLY HANDICAPPED | 148 | 56 | 68 | 68 | 66 | 75 | 59 | 94 | 72 | 73 | 70 | 80 |
| OTHER HANDICAPPING CONDITION | 254 | 43 | 54 | 50 | 46 | 57 | 44 | 82 | 66 | 67 | 60 | 61 |
| NON-SPECIAL EDUCATION | 208161 | 67 | 82 | 79 | 72 | 83 | 73 | 95 | 88 | 90 | 88 | 86 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | |
| PARTICIPANTS | 6383 | 94 | 99 | 98 | 96 | 99 | 98 | 100 | 99 | 99 | 98 | 99 |
| NON-PARTICIPANTS | 210132 | 66 | 80 | 77 | 70 | 82 | 71 | 95 | 87 | 89 | 86 | 85 |



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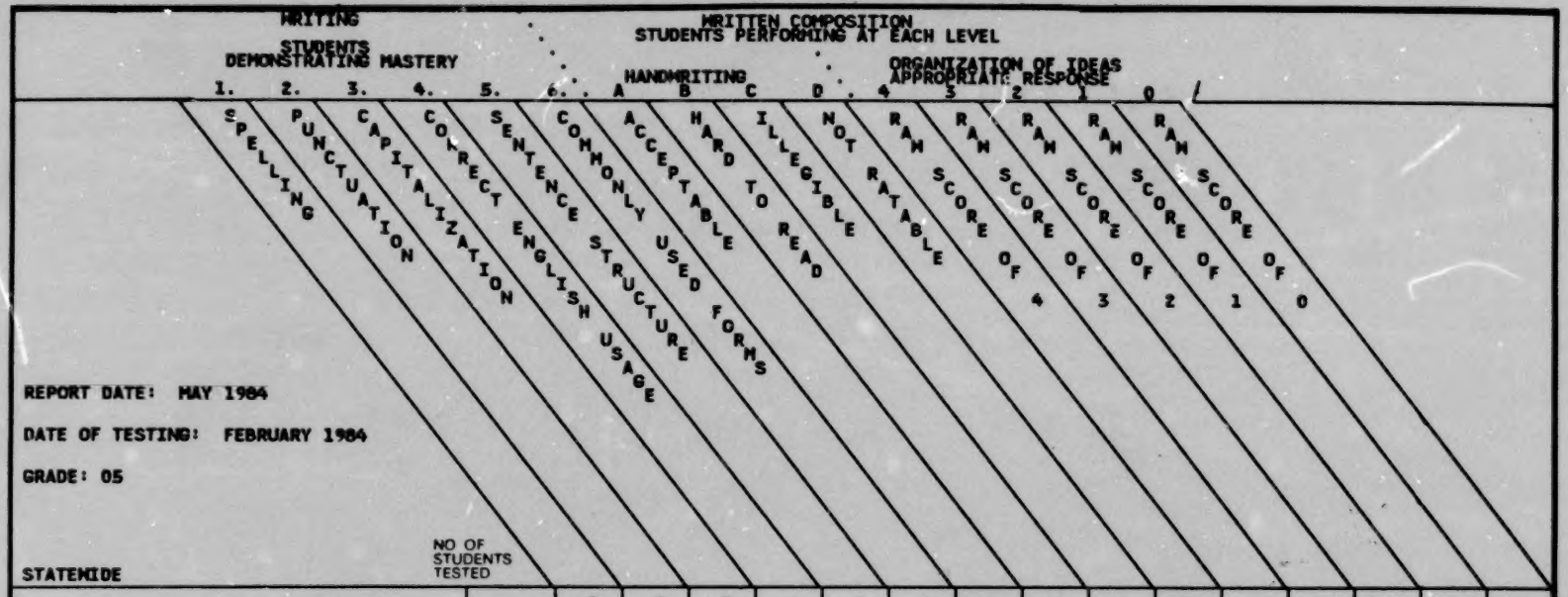
# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY



REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

| | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL: HANDWRITING A. ACCEPTABLE | B. HARD TO READ | C. ILLEGIBLE | D. NOT RATABLE | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE 4. RAW SCORE OF 4 | 3. RAW SCORE OF 3 | 2. RAW SCORE OF 2 | 1. RAW SCORE OF 1 | 0. RAW SCORE OF 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 215983 | 98 | 76 | 93 | 76 | 88 | 93 | 98 | 2 | 0 | 1 | 2 | 18 | 56 | 23 | 1 |
| ETHNIC GROUP | | | | | | | | | | | | | | | | |
| AMERICAN INDIAN | 404 | 98 | 77 | 94 | 76 | 88 | 94 | 98 | 1 | 0 | 1 | 3 | 19 | 57 | 19 | 1 |
| ASIAN | 4006 | 97 | 83 | 92 | 71 | 88 | 92 | 97 | 1 | 0 | 2 | 3 | 24 | 49 | 22 | 1 |
| BLACK | 29571 | 96 | 70 | 91 | 61 | 82 | 91 | 97 | 2 | 0 | 1 | 1 | 12 | 55 | 31 | 1 |
| HISPANIC | 66147 | 96 | 68 | 89 | 66 | 81 | 89 | 97 | 2 | 0 | 1 | 1 | 13 | 56 | 30 | 1 |
| WHITE | 115855 | 99 | 82 | 96 | 85 | 93 | 96 | 98 | 1 | 0 | 0 | 3 | 23 | 57 | 17 | 0 |
| SEX | | | | | | | | | | | | | | | | |
| MALE | 109738 | 97 | 72 | 91 | 73 | 86 | 92 | 97 | 2 | 0 | 1 | 1 | 14 | 57 | 26 | 1 |
| FEMALE | 106245 | 99 | 80 | 95 | 78 | 90 | 95 | 99 | 1 | 0 | 0 | 2 | 22 | 55 | 20 | 1 |
| MEAL PROGRAM | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 80529 | 96 | 67 | 89 | 62 | 80 | 89 | 97 | 2 | 0 | 1 | 1 | 11 | 55 | 32 | 1 |
| NON-PARTICIPANTS | 135364 | 99 | 81 | 96 | 84 | 92 | 96 | 98 | 1 | 0 | 0 | 3 | 22 | 57 | 18 | 1 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 28243 | 96 | 57 | 85 | 49 | 73 | 84 | 96 | 2 | 0 | 1 | 0 | 5 | 51 | 43 | 1 |
| NON-PARTICIPANTS | 187740 | 98 | 79 | 94 | 80 | 90 | 95 | 98 | 1 | 0 | 1 | 2 | 20 | 57 | 20 | 1 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | | | | |
| LANGUAGE ARTS | 4218 | 92 | 55 | 82 | 48 | 69 | 80 | 95 | 4 | 0 | 1 | 0 | 6 | 49 | 44 | 1 |
| MATHEMATICS | 2647 | 93 | 58 | 82 | 50 | 70 | 80 | 95 | 4 | 0 | 1 | 0 | 7 | 48 | 43 | 1 |
| ORAL LANGUAGE DEVELOPMENT | 1235 | 88 | 51 | 77 | 44 | 66 | 76 | 93 | 5 | 0 | 2 | 0 | 6 | 46 | 46 | 1 |
| ELIGIBLE BUT NOT PARTICIPATING | 2123 | 94 | 62 | 87 | 57 | 76 | 85 | 95 | 4 | 0 | 1 | 1 | 9 | 57 | 33 | 1 |
| NOT ELIGIBLE | 208522 | 98 | 77 | 94 | 77 | 88 | 94 | 98 | 2 | 0 | 1 | 2 | 19 | 56 | 22 | 1 |





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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 05

STATEWIDE

| | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY | | | | | | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | A ACCEPTABLE HANDWRITING | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | 4 ORGANIZATION OF IDEAS APPROPRIATE RESPONSE RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 |
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | | | | | |
| LEP STUDENTS | 14359 | 88 | 49 | 74 | 37 | 63 | 75 | 93 | 4 | 0 | 3 | 0 | 4 | 43 | 50 | 5 |
| NON-LEP STUDENTS | 201624 | 99 | 78 | 94 | 78 | 90 | 95 | 98 | 2 | 0 | 0 | 2 | 19 | 57 | 21 | 1 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | | | | |
| BILINGUAL | 10870 | 88 | 49 | 75 | 39 | 64 | 76 | 93 | 4 | 0 | 3 | 0 | 4 | 43 | 44 | 5 |
| ENGLISH AS A SECOND LANGUAGE | 3489 | 90 | 52 | 77 | 43 | 69 | 78 | 96 | 2 | 0 | 2 | 0 | 3 | 54 | 39 | 1 |
| NEITHER BILINGUAL NOR ESL | 201857 | 99 | 78 | 94 | 78 | 89 | 95 | 98 | 1 | 0 | 0 | 2 | 19 | 57 | 21 | 1 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 5269 | 88 | 42 | 72 | 41 | 57 | 72 | 92 | 6 | 0 | 2 | 0 | 4 | 43 | 50 | 3 |
| EMOTIONALLY DISTURBED | 827 | 89 | 56 | 81 | 60 | 74 | 84 | 98 | 2 | 0 | 1 | 1 | 11 | 53 | 34 | 1 |
| SPEECH HANDICAPPED | 2879 | 96 | 65 | 88 | 69 | 80 | 87 | 98 | 1 | 0 | 1 | 0 | 11 | 53 | 34 | 1 |
| VISUALLY HANDICAPPED | 157 | 89 | 64 | 81 | 82 | 77 | 89 | 98 | 0 | 0 | 0 | 0 | 6 | 50 | 44 | 0 |
| OTHER HANDICAPPING CONDITION | 758 | 91 | 60 | 78 | 77 | 80 | 91 | 98 | 2 | 0 | 0 | 2 | 19 | 56 | 22 | 1 |
| NON-SPECIAL EDUCATION | 207515 | 98 | 77 | 94 | 77 | 89 | 94 | 98 | 2 | 0 | 0 | 2 | 19 | 56 | 22 | 1 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 6371 | 100 | 97 | 99 | 99 | 99 | 100 | 100 | 0 | 0 | 0 | 10 | 43 | 42 | 5 | 0 |
| NON-PARTICIPANTS | 209612 | 98 | 75 | 93 | 75 | 87 | 93 | 98 | 2 | 0 | 1 | 2 | 17 | 56 | 24 | 1 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. ADD/SUBTRACT WHOLE NUMBERS
2. MULTIPLY/DIVIDE WHOLE NUMBERS
3. SOLVE PROBLEMS: +, -, X, ÷
4. USE FRACTIONS/MIXED NOS: +, -, X
5. USE DECIMALS: +, -, X, ÷
6. SOLVE PERSONAL FINANCE PROBLEMS
7. FIND % AMOUNT/CORRECT CHANGE
8. USE MEASUREMENT UNITS
9. USE RATIO/PROPORTION/PERCENT
10. DETERMINE DIST/LOCATION ON MAPS
11. READ, INTERPRET CHARTS/GRAPHS

STUDENTS MASTERING MATH TEST

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 222810 | 96 | 91 | 75 | 68 | 85 | 49 | 88 | 79 | 61 | 95 | 92 |
| ETHNIC GROUP | | | | | | | | | | | | |
| AMERICAN INDIAN | 472 | 95 | 90 | 73 | 62 | 82 | 43 | 85 | 79 | 55 | 93 | 91 |
| ASIAN | 3742 | 97 | 94 | 77 | 61 | 91 | 55 | 88 | 81 | 75 | 98 | 96 |
| BLACK | 29911 | 92 | 84 | 55 | 44 | 74 | 29 | 80 | 68 | 44 | 91 | 88 |
| HISPANIC | 56955 | 96 | 89 | 64 | 52 | 81 | 36 | 84 | 70 | 51 | 96 | 88 |
| WHITE | 129723 | 97 | 93 | 85 | 76 | 89 | 60 | 91 | 88 | 70 | 97 | 96 |
| SEX | | | | | | | | | | | | |
| MALE | 113938 | 95 | 89 | 76 | 65 | 83 | 51 | 86 | 81 | 63 | 95 | 93 |
| FEMALE | 108872 | 97 | 92 | 74 | 71 | 87 | 47 | 89 | 77 | 60 | 95 | 92 |
| MEAL PROGRAM | | | | | | | | | | | | |
| PARTICIPANTS | 46420 | 94 | 87 | 59 | 53 | 78 | 32 | 82 | 64 | 47 | 92 | 85 |
| NON-PARTICIPANTS | 176320 | 97 | 92 | 79 | 72 | 87 | 54 | 89 | 83 | 65 | 96 | 94 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | |
| PARTICIPANTS | 2981 | 92 | 81 | 44 | 32 | 69 | 21 | 75 | 51 | 36 | 88 | 74 |
| NON-PARTICIPANTS | 219829 | 96 | 91 | 75 | 68 | 85 | 50 | 88 | 79 | 62 | 95 | 92 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | |
| LANGUAGE ARTS | 1964 | 93 | 83 | 50 | 46 | 74 | 23 | 78 | 55 | 41 | 91 | 80 |
| MATHEMATICS | 1278 | 93 | 84 | 51 | 49 | 77 | 25 | 80 | 59 | 43 | 90 | 82 |
| ORAL LANGUAGE DEVELOPMENT | 659 | 92 | 81 | 48 | 47 | 76 | 31 | 80 | 59 | 40 | 90 | 78 |
| ELIGIBLE BUT NOT PARTICIPATING | 3248 | 96 | 89 | 64 | 54 | 81 | 35 | 84 | 69 | 51 | 92 | 85 |
| NOT ELIGIBLE | 216800 | 96 | 91 | 75 | 68 | 85 | 50 | 88 | 80 | 62 | 95 | 92 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | MATHEMATICS OBJECTIVES PERCENT OF STUDENTS DEMONSTRATING MASTERY | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X, + | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND % AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | X STUDENTS MASTERING MATH TEST |
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | |
| LEP STUDENTS | 10048 | 92 | 82 | 43 | 40 | 74 | 22 | 74 | 51 | 21 | 88 | 69 | 53 |
| NON-LEP STUDENTS | 212762 | 96 | 91 | 76 | 69 | 86 | 51 | 88 | 80 | 62 | 95 | 93 | 84 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | |
| BILINGUAL | 517 | 88 | 79 | 34 | 33 | 64 | 17 | 69 | 47 | 37 | 83 | 59 | 44 |
| ENGLISH AS A SECOND LANGUAGE | 7866 | 92 | 87 | 51 | 45 | 77 | 27 | 83 | 65 | 41 | 93 | 83 | 67 |
| NEITHER BILINGUAL NOR ESL | 215235 | 96 | 91 | 76 | 69 | 86 | 50 | 88 | 80 | 62 | 95 | 93 | 83 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
| LEARNING DISABILITY | 4911 | 86 | 67 | 36 | 32 | 57 | 20 | 59 | 44 | 29 | 83 | 71 | 41 |
| EMOTIONALLY DISTURBED | 774 | 88 | 73 | 50 | 43 | 69 | 25 | 67 | 54 | 36 | 87 | 80 | 54 |
| SPEECH HANDICAPPED | 948 | 88 | 77 | 59 | 56 | 75 | 33 | 84 | 68 | 49 | 88 | 90 | 69 |
| VISUALLY HANDICAPPED | 145 | 90 | 79 | 55 | 50 | 69 | 26 | 84 | 58 | 37 | 87 | 83 | 57 |
| OTHER HANDICAPPING CONDITION | 247 | 85 | 72 | 50 | 44 | 68 | 20 | 72 | 56 | 38 | 88 | 83 | 61 |
| NON-SPECIAL EDUCATION | 216752 | 96 | 91 | 76 | 69 | 86 | 50 | 88 | 80 | 62 | 95 | 93 | 83 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 2208 | 97 | 98 | 98 | 96 | 92 | 86 | 98 | 99 | 95 | 100 | 100 | 99 |
| NON-PARTICIPANTS | 220602 | 96 | 90 | 75 | 67 | 85 | 49 | 87 | 79 | 61 | 95 | 92 | 82 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. SEQUENCE EVENTS
3. PERCEIVE CAUSE-EFFECT
4. EVALUATE INFORMATION
5. DISTINGUISH FACT, NON-FACT
6. DRAW CONCLUSIONS
7. MAKE GENERALIZATIONS
8. FOLLOW WRITTEN DIRECTIONS
9. USE PARTS OF BOOK
10. USE REFERENCE SKILLS
11. USE MAPS, CHARTS
X. STUDENTS MASTERING READING TEST

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 220907 | 78 | 89 | 81 | 80 | 82 | 82 | 84 | 93 | 80 | 88 | 88 | 86 |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 470 | 74 | 87 | 77 | 77 | 76 | 78 | 81 | 91 | 77 | 87 | 87 | 85 |
| ASIAN | 3716 | 78 | 90 | 78 | 78 | 78 | 78 | 83 | 94 | 79 | 88 | 88 | 91 |
| BLACK | 25514 | 69 | 83 | 69 | 68 | 70 | 68 | 73 | 86 | 69 | 78 | 78 | 73 |
| HISPANIC | 42274 | 69 | 85 | 69 | 69 | 69 | 68 | 75 | 88 | 69 | 79 | 77 | 73 |
| WHITE | 128514 | 84 | 95 | 88 | 86 | 90 | 91 | 90 | 97 | 89 | 95 | 95 | 94 |
| SEX | | | | | | | | | | | | | |
| MALE | 112558 | 76 | 88 | 81 | 79 | 80 | 81 | 83 | 93 | 78 | 86 | 87 | 84 |
| FEMALE | 108152 | 80 | 91 | 81 | 81 | 84 | 82 | 84 | 95 | 81 | 91 | 89 | 87 |
| MEAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 45993 | 62 | 80 | 67 | 62 | 65 | 66 | 70 | 87 | 63 | 78 | 79 | 78 |
| NON-PARTICIPANTS | 174914 | 82 | 92 | 84 | 85 | 86 | 86 | 89 | 95 | 84 | 91 | 91 | 90 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 3967 | 50 | 69 | 53 | 45 | 50 | 49 | 55 | 79 | 46 | 67 | 69 | 61 |
| NON-PARTICIPANTS | 217940 | 78 | 90 | 81 | 81 | 82 | 82 | 84 | 94 | 80 | 88 | 89 | 86 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 1958 | 51 | 70 | 58 | 46 | 55 | 53 | 57 | 81 | 49 | 71 | 71 | 65 |
| MATHEMATICS | 1262 | 62 | 73 | 66 | 52 | 60 | 57 | 65 | 80 | 53 | 74 | 73 | 68 |
| ORAL LANGUAGE DEVELOPMENT | 524 | 58 | 68 | 58 | 44 | 50 | 51 | 57 | 81 | 43 | 68 | 68 | 65 |
| ELIGIBLE BUT NOT PARTICIPATING | 1354 | 68 | 80 | 69 | 59 | 67 | 65 | 70 | 88 | 63 | 80 | 79 | 76 |
| NOT ELIGIBLE | 214892 | 79 | 90 | 81 | 81 | 83 | 82 | 84 | 94 | 81 | 89 | 89 | 86 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

ORT DATE: MAY 1984

E OF TESTING: FEDRUARY 1984

DE: 09-EXIT LEVEL

TEWIDE

| | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | X STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITED ENGLISH PROFICIENCY | | | | | | | | | | | | | |
| A STUDENTS | 10098 | 39 | 58 | 46 | 34 | 42 | 38 | 43 | 75 | 43 | 62 | 62 | 2 |
| N-LEP STUDENTS | 210809 | 80 | 91 | 83 | 82 | 84 | 84 | 86 | 94 | 82 | 89 | 90 | 8 |
| INGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | |
| LINGUAL | 513 | 33 | 50 | 41 | 29 | 31 | 30 | 34 | 66 | 33 | 53 | 53 | 2 |
| GLISH AS A SECOND LANGUAGE | 7311 | 62 | 80 | 71 | 60 | 68 | 66 | 74 | 92 | 71 | 86 | 86 | 6 |
| ITHER BILINGUAL NOR ESL | 213263 | 79 | 91 | 82 | 82 | 83 | 83 | 86 | 94 | 81 | 89 | 89 | 8 |
| CIAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
| ARNING DISABILITY | 3586 | 47 | 63 | 49 | 48 | 45 | 47 | 52 | 89 | 54 | 60 | 61 | 4 |
| OTIONALLY DISTURBED | 456 | 64 | 78 | 65 | 62 | 66 | 66 | 80 | 97 | 74 | 84 | 84 | 6 |
| EECH HANDICAPPED | 519 | 68 | 79 | 69 | 69 | 69 | 69 | 81 | 96 | 74 | 86 | 86 | 6 |
| SUALLY HANDICAPPED | 344 | 58 | 72 | 59 | 57 | 64 | 62 | 74 | 94 | 70 | 83 | 83 | 6 |
| HER HANDICAPPING CONDITION | 858 | 58 | 77 | 64 | 64 | 64 | 62 | 74 | 95 | 69 | 79 | 79 | 5 |
| N-SPECIAL EDUCATION | 216282 | 79 | 90 | 81 | 81 | 83 | 82 | 84 | 94 | 81 | 89 | 89 | 8 |
| TE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | |
| RTICIPANTS | 2706 | 98 | 99 | 99 | 98 | 99 | 99 | 99 | 100 | 99 | 100 | 99 | 100 |
| N-PARTICIPANTS | 218701 | 78 | 89 | 81 | 80 | 82 | 81 | 84 | 93 | 80 | 88 | 88 | 8 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

| STATEWIDE | NO. OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY: 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | HANDWRITING: A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL: 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE: % STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 218473 | 89 | 80 | 94 | 69 | 92 | 88 | 98 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 2 | 70 |
| ETHNIC GROUP | | | | | | | | | | | | | | | | | |
| AMERICAN INDIAN | 459 | 88 | 76 | 94 | 60 | 90 | 88 | 98 | 0 | 0 | 2 | 1 | 9 | 60 | 27 | 1 | 68 |
| ASIAN | 3712 | 83 | 75 | 89 | 64 | 85 | 80 | 94 | 0 | 0 | 3 | 1 | 14 | 58 | 26 | 1 | 68 |
| BLACK | 29055 | 82 | 70 | 91 | 50 | 87 | 80 | 98 | 1 | 0 | 3 | 1 | 5 | 52 | 40 | 2 | 55 |
| HISPANIC | 57451 | 83 | 72 | 93 | 54 | 88 | 82 | 98 | 0 | 0 | 3 | 0 | 7 | 54 | 37 | 2 | 62 |
| WHITE | 127796 | 93 | 86 | 96 | 80 | 96 | 94 | 99 | 0 | 0 | 1 | 1 | 14 | 63 | 20 | 1 | 78 |
| SEX | | | | | | | | | | | | | | | | | |
| MALE | 111215 | 87 | 76 | 92 | 65 | 90 | 86 | 98 | 0 | 0 | 2 | 1 | 9 | 58 | 30 | 1 | 65 |
| FEMALE | 107258 | 92 | 84 | 96 | 73 | 94 | 91 | 99 | 0 | 0 | 1 | 1 | 13 | 62 | 22 | 1 | 76 |
| MEAL PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 45037 | 81 | 68 | 90 | 48 | 85 | 79 | 97 | 0 | 0 | 2 | 0 | 5 | 54 | 36 | 4 | 57 |
| NON-PARTICIPANTS | 173436 | 91 | 83 | 95 | 74 | 94 | 91 | 99 | 0 | 0 | 1 | 1 | 12 | 61 | 24 | 2 | 74 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 2901 | 70 | 55 | 85 | 33 | 76 | 66 | 97 | 1 | 0 | 2 | 0 | 3 | 44 | 48 | 5 | 43 |
| NON-PARTICIPANTS | 215572 | 89 | 81 | 94 | 69 | 92 | 89 | 98 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 2 | 71 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | | | | | |
| LANGUAGE ARTS | 1901 | 70 | 60 | 87 | 38 | 78 | 70 | 97 | 1 | 0 | 3 | 0 | 4 | 48 | 41 | 6 | 49 |
| MATHEMATICS | 1229 | 73 | 64 | 89 | 39 | 79 | 72 | 97 | 0 | 0 | 2 | 0 | 4 | 48 | 43 | 5 | 49 |
| ORAL LANGUAGE DEVELOPMENT | 651 | 66 | 52 | 87 | 37 | 79 | 68 | 96 | 0 | 0 | 3 | 0 | 3 | 46 | 45 | 6 | 47 |
| ELIGIBLE BUT NOT PARTICIPATING | 3189 | 78 | 65 | 91 | 46 | 84 | 78 | 97 | 1 | 0 | 3 | 0 | 6 | 57 | 34 | 3 | 61 |
| NOT ELIGIBLE | 212606 | 90 | 81 | 94 | 70 | 92 | 89 | 99 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 2 | 71 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 09-EXIT LEVEL

STATEWIDE

| | NO. OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY: 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | HANDWRITING: A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL: ORGANIZATION OF IDEAS APPROPRIATE RESPONSE: 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | % STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | | | | | |
| LEP STUDENTS | 9792 | 61 | 50 | 79 | 29 | 70 | 59 | 92 | 1 | 0 | 7 | 0 | 2 | 34 | 52 | 13 | 33 |
| NON-LEP STUDENTS | 208661 | 91 | 82 | 95 | 71 | 93 | 90 | 99 | 0 | 0 | 1 | 1 | 11 | 61 | 25 | 2 | 72 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | | | | |
| BILINGUAL | 508 | 54 | 36 | 72 | 23 | 63 | 50 | 92 | 1 | 1 | 7 | 0 | 1 | 19 | 68 | 12 | 16 |
| ENGLISH AS A SECOND LANGUAGE | 6937 | 57 | 47 | 77 | 27 | 68 | 55 | 96 | 1 | 0 | 2 | 0 | 3 | 30 | 52 | 15 | 29 |
| NEITHER BILINGUAL NOR ESL | 211028 | 90 | 81 | 95 | 70 | 93 | 90 | 99 | 0 | 0 | 1 | 1 | 11 | 61 | 25 | 2 | 72 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 3453 | 60 | 44 | 76 | 36 | 67 | 57 | 94 | 1 | 0 | 5 | 0 | 1 | 38 | 54 | 7 | 33 |
| EMOTIONALLY DISTURBED | 558 | 78 | 59 | 83 | 55 | 78 | 73 | 97 | 1 | 0 | 3 | 0 | 2 | 59 | 34 | 3 | 40 |
| SPEECH HANDICAPPED | 305 | 68 | 54 | 77 | 36 | 72 | 59 | 89 | 1 | 0 | 10 | 0 | 2 | 39 | 51 | 8 | 40 |
| VISUALLY HANDICAPPED | 146 | 69 | 57 | 80 | 56 | 76 | 65 | 96 | 1 | 0 | 3 | 0 | 3 | 36 | 47 | 14 | 35 |
| OTHER HANDICAPPING CONDITION | 256 | 77 | 57 | 90 | 57 | 75 | 66 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| NON-SPECIAL EDUCATION | 213996 | 90 | 81 | 95 | 69 | 93 | 89 | 99 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 2 | 71 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 2200 | 99 | 98 | 100 | 97 | 100 | 100 | 100 | 0 | 0 | 0 | 7 | 36 | 52 | 4 | 0 | 96 |
| NON-PARTICIPANTS | 216273 | 89 | 80 | 94 | 69 | 92 | 88 | 98 | 0 | 0 | 1 | 1 | 11 | 60 | 26 | 2 | 70 |





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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | X STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 42899 | 92 | 80 | 51 | 40 | 73 | 30 | 79 | 57 | 45 | 91 | 84 | 60 |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 104 | 94 | 80 | 58 | 55 | 80 | 30 | 76 | 62 | 47 | 94 | 85 | 61 |
| ASIAN | 890 | 93 | 87 | 58 | 58 | 84 | 31 | 79 | 60 | 51 | 88 | 95 | 66 |
| BLACK | 11755 | 87 | 74 | 37 | 30 | 64 | 19 | 74 | 41 | 34 | 88 | 79 | 45 |
| HISPANIC | 12179 | 87 | 80 | 42 | 34 | 73 | 22 | 78 | 53 | 40 | 91 | 81 | 55 |
| WHITE | 17541 | 93 | 83 | 66 | 51 | 77 | 44 | 82 | 72 | 54 | 94 | 91 | 73 |
| SEX | | | | | | | | | | | | | |
| MALE | 22090 | 91 | 77 | 54 | 38 | 70 | 33 | 77 | 63 | 47 | 91 | 84 | 61 |
| FEMALE | 20809 | 93 | 83 | 48 | 43 | 75 | 26 | 81 | 52 | 43 | 91 | 85 | 59 |
| MEAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 11587 | 91 | 78 | 38 | 31 | 69 | 18 | 75 | 44 | 37 | 89 | 77 | 48 |
| NON-PARTICIPANTS | 31312 | 92 | 81 | 56 | 44 | 74 | 34 | 80 | 62 | 48 | 92 | 87 | 64 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 1060 | 92 | 79 | 34 | 29 | 69 | 16 | 74 | 40 | 35 | 88 | 74 | 45 |
| NON-PARTICIPANTS | 41839 | 92 | 80 | 52 | 41 | 73 | 30 | 79 | 58 | 45 | 91 | 84 | 60 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 539 | 92 | 78 | 37 | 32 | 72 | 16 | 76 | 48 | 40 | 90 | 75 | 49 |
| MATHEMATICS | 223 | 93 | 84 | 55 | 55 | 78 | 14 | 78 | 43 | 40 | 88 | 78 | 50 |
| ORAL LANGUAGE DEVELOPMENT | 139 | 94 | 82 | 59 | 54 | 78 | 14 | 76 | 44 | 43 | 88 | 73 | 55 |
| ELIGIBLE BUT NOT PARTICIPATING | 684 | 92 | 83 | 49 | 36 | 74 | 20 | 80 | 50 | 41 | 92 | 81 | 59 |
| NOT ELIGIBLE | 41427 | 92 | 80 | 52 | 41 | 73 | 30 | 79 | 58 | 45 | 91 | 84 | 60 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

STATEWIDE

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND % AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | X STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | |
| LEP STUDENTS | 3661 | 91 | 79 | 35 | 30 | 73 | 17 | 74 | 45 | 41 | 89 | 69 | 47 |
| NON-LEP STUDENTS | 39238 | 92 | 80 | 53 | 41 | 73 | 31 | 79 | 58 | 45 | 91 | 86 | 61 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | |
| BILINGUAL | 229 | 92 | 78 | 33 | 28 | 69 | 19 | 70 | 43 | 41 | 86 | 64 | 45 |
| ENGLISH AS A SECOND LANGUAGE | 2527 | 91 | 80 | 39 | 31 | 74 | 19 | 73 | 49 | 43 | 89 | 69 | 48 |
| NEITHER BILINGUAL NOR ESL | 40079 | 92 | 80 | 53 | 41 | 73 | 31 | 79 | 58 | 45 | 92 | 86 | 61 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
| LEARNING DISABILITY | 2130 | 87 | 64 | 30 | 24 | 55 | 17 | 58 | 32 | 30 | 83 | 71 | 34 |
| EMOTIONALLY DISTURBED | 202 | 85 | 61 | 45 | 33 | 63 | 26 | 67 | 57 | 40 | 86 | 74 | 48 |
| SPEECH HANDICAPPED | 26 | 85 | 64 | 26 | 19 | 59 | 10 | 58 | 36 | 23 | 96 | 69 | 40 |
| VISUALLY HANDICAPPED | 37 | 81 | 51 | 35 | 27 | 54 | 14 | 62 | 43 | 43 | 73 | 51 | 38 |
| OTHER HANDICAPPING CONDITION | 142 | 83 | 63 | 27 | 23 | 56 | 18 | 61 | 34 | 30 | 77 | 61 | 34 |
| NON-SPECIAL EDUCATION | 40405 | 92 | 81 | 52 | 41 | 74 | 30 | 80 | 58 | 46 | 92 | 85 | 61 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 51 | 92 | 98 | 67 | 69 | 96 | 57 | 98 | 71 | 71 | 90 | 88 | 75 |
| NON-PARTICIPANTS | 42848 | 92 | 80 | 51 | 40 | 73 | 30 | 79 | 57 | 45 | 91 | 84 | 60 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | X STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 41829 | 59 | 77 | 63 | 60 | 60 | 62 | 67 | 86 | 60 | 76 | 79 | 66 |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 103 | 67 | 78 | 70 | 61 | 61 | 69 | 71 | 90 | 62 | 76 | 82 | 73 |
| ASIAN | 1185 | 70 | 88 | 79 | 78 | 74 | 77 | 78 | 96 | 86 | 88 | 90 | 87 |
| BLACK | 10078 | 50 | 69 | 52 | 47 | 46 | 50 | 57 | 79 | 59 | 69 | 71 | 62 |
| HISPANIC | 14278 | 51 | 73 | 56 | 52 | 52 | 54 | 58 | 86 | 57 | 69 | 72 | 64 |
| WHITE | 15984 | 73 | 87 | 75 | 77 | 75 | 77 | 80 | 91 | 75 | 84 | 87 | 81 |
| SEX | | | | | | | | | | | | | |
| MALE | 23027 | 58 | 77 | 65 | 60 | 58 | 62 | 67 | 84 | 59 | 74 | 78 | 65 |
| FEMALE | 18732 | 60 | 78 | 61 | 60 | 63 | 62 | 67 | 88 | 60 | 80 | 80 | 67 |
| MEAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 12556 | 47 | 71 | 53 | 45 | 47 | 50 | 56 | 82 | 48 | 71 | 73 | 53 |
| NON-PARTICIPANTS | 29273 | 64 | 80 | 67 | 66 | 66 | 67 | 72 | 88 | 65 | 79 | 82 | 72 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 1298 | 45 | 65 | 49 | 41 | 45 | 45 | 53 | 81 | 43 | 68 | 69 | 47 |
| NON-PARTICIPANTS | 40531 | 60 | 78 | 64 | 61 | 61 | 63 | 69 | 86 | 60 | 77 | 79 | 67 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 694 | 45 | 68 | 54 | 41 | 46 | 43 | 54 | 83 | 41 | 69 | 73 | 49 |
| MATHEMATICS | 217 | 29 | 49 | 34 | 20 | 24 | 23 | 29 | 73 | 28 | 55 | 70 | 24 |
| ORAL LANGUAGE DEVELOPMENT | 781 | 41 | 65 | 54 | 40 | 34 | 41 | 49 | 80 | 44 | 68 | 72 | 42 |
| ELIGIBLE BUT NOT PARTICIPATING | 831 | 48 | 69 | 58 | 43 | 50 | 51 | 56 | 84 | 50 | 73 | 78 | 58 |
| NOT ELIGIBLE | 39910 | 60 | 78 | 63 | 61 | 61 | 63 | 68 | 86 | 60 | 77 | 79 | 67 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | X STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | |
| LEP STUDENTS | 4625 | 38 | 58 | 45 | 33 | 39 | 37 | 43 | 78 | 42 | 65 | 67 | 39 |
| NON-LEP STUDENTS | 37204 | 62 | 80 | 65 | 63 | 63 | 65 | 70 | 87 | 62 | 78 | 80 | 69 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | |
| BILINGUAL | 270 | 26 | 50 | 39 | 26 | 31 | 28 | 41 | 71 | 34 | 55 | 56 | 27 |
| ENGLISH AS A SECOND LANGUAGE | 3359 | 46 | 67 | 54 | 46 | 48 | 46 | 60 | 77 | 53 | 69 | 67 | 47 |
| NEITHER BILINGUAL NOR ESL | 38296 | 62 | 80 | 65 | 63 | 63 | 65 | 70 | 87 | 62 | 78 | 80 | 69 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
| LEARNING DISABILITY | 1585 | 40 | 59 | 44 | 42 | 37 | 42 | 47 | 68 | 38 | 56 | 59 | 38 |
| EMOTIONALLY DISTURBED | 182 | 51 | 68 | 58 | 55 | 54 | 56 | 58 | 78 | 54 | 72 | 71 | 50 |
| SPEECH HANDICAPPED | 99 | 71 | 84 | 73 | 65 | 68 | 67 | 68 | 78 | 64 | 77 | 76 | 62 |
| VISUALLY HANDICAPPED | 41 | 54 | 68 | 58 | 45 | 49 | 47 | 51 | 78 | 54 | 65 | 68 | 42 |
| OTHER HANDICAPPING CONDITION | 179 | 49 | 69 | 56 | 52 | 49 | 47 | 58 | 79 | 46 | 66 | 66 | 48 |
| NON-SPECIAL EDUCATION | 39909 | 60 | 78 | 64 | 61 | 61 | 63 | 68 | 87 | 61 | 77 | 80 | 67 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 54 | 67 | 83 | 70 | 69 | 67 | 69 | 67 | 87 | 76 | 85 | 80 | 70 |
| NON-PARTICIPANTS | 41775 | 59 | 77 | 63 | 60 | 60 | 62 | 67 | 86 | 60 | 76 | 79 | 66 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY 1. | 2. | 3. | 4. | 5. | 6. | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL HANDWRITING A | B | C | D | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE 4 | 3 | 2 | 1 | 0 | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SPELLING | PUNCTUATION | CAPITALIZATION | CORRECT ENGLISH USAGE | SENTENCE STRUCTURE | COMMONLY USED FORMS | ACCEPTABLE HARD TO READ | ILLEGIBLE | NOT RATABLE | RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 | STUDENTS MASTERING WRITING TEST | |
| ALL STUDENTS TESTED | 27784 | 76 | 64 | 84 | 49 | 81 | 73 | 93 | 1 | 0 | 6 | 0 | 4 | 43 | 44 | 8 | 46 |
| ETHNIC GROUP | | | | | | | | | | | | | | | | | |
| AMERICAN INDIAN | 76 | 84 | 68 | 87 | 57 | 84 | 83 | 99 | 0 | 0 | 1 | 0 | 1 | 38 | 37 | 4 | 57 |
| ASIAN | 1018 | 93 | 88 | 96 | 80 | 92 | 91 | 97 | 0 | 0 | 1 | 0 | 1 | 28 | 17 | 1 | 75 |
| BLACK | 6128 | 73 | 54 | 78 | 34 | 73 | 64 | 90 | 1 | 0 | 6 | 0 | 3 | 53 | 32 | 3 | 40 |
| HISPANIC | 8625 | 73 | 57 | 82 | 37 | 77 | 69 | 94 | 1 | 0 | 4 | 0 | 3 | 49 | 18 | 2 | 47 |
| WHITE | 12004 | 85 | 76 | 89 | 67 | 89 | 85 | 96 | 0 | 0 | 4 | 1 | 7 | 53 | 35 | 4 | 60 |
| SEX | | | | | | | | | | | | | | | | | |
| MALE | 16241 | 73 | 60 | 82 | 46 | 79 | 71 | 93 | 1 | 0 | 6 | 0 | 3 | 41 | 46 | 8 | 41 |
| FEMALE | 11543 | 80 | 70 | 88 | 55 | 85 | 77 | 94 | 0 | 0 | 6 | 0 | 6 | 47 | 39 | 8 | 52 |
| MEAL PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 7259 | 64 | 53 | 80 | 31 | 73 | 61 | 92 | 1 | 0 | 7 | 0 | 1 | 34 | 54 | 11 | 32 |
| NON-PARTICIPANTS | 20525 | 80 | 68 | 86 | 56 | 84 | 77 | 94 | 0 | 0 | 6 | 0 | 5 | 46 | 41 | 7 | 50 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 737 | 58 | 47 | 77 | 24 | 72 | 53 | 94 | 1 | 0 | 5 | 0 | 1 | 33 | 59 | 8 | 29 |
| NON-PARTICIPANTS | 27047 | 76 | 65 | 85 | 50 | 81 | 74 | 93 | 1 | 0 | 6 | 0 | 4 | 43 | 44 | 8 | 46 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | | | | | |
| LANGUAGE ARTS | 430 | 57 | 54 | 80 | 27 | 71 | 61 | 95 | 1 | 0 | 5 | 0 | 0 | 34 | 59 | 7 | 33 |
| MATHEMATICS | 302 | 57 | 53 | 79 | 26 | 73 | 62 | 95 | 1 | 0 | 5 | 0 | 1 | 34 | 59 | 6 | 30 |
| ORAL LANGUAGE DEVELOPMENT | 109 | 56 | 50 | 76 | 24 | 69 | 58 | 93 | 0 | 0 | 4 | 0 | 1 | 33 | 61 | 5 | 28 |
| ELIGIBLE BUT NOT PARTICIPATING | 504 | 72 | 59 | 86 | 37 | 82 | 68 | 97 | 1 | 0 | 5 | 0 | 1 | 38 | 53 | 10 | 42 |
| NOT ELIGIBLE | 26667 | 77 | 65 | 85 | 50 | 82 | 73 | 93 | 1 | 0 | 6 | 0 | 4 | 43 | 44 | 8 | 46 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY: 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | HANDWRITING: A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL: ORGANIZATION OF IDEAS APPROPRIATE RESPONSE: 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | X STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | 1. | 2. | 3. | 4. | 5. | 6. | A | B | C | D | 4 | 3 | 2 | 1 | 0 | X |
| LEP STUDENTS | 3143 | 54 | 42 | 75 | 27 | 69 | 53 | 90 | 1 | 0 | 8 | 0 | 1 | 22 | 63 | 15 | 20 |
| NON-LEP STUDENTS | 24641 | 79 | 67 | 86 | 52 | 83 | 76 | 94 | 1 | 0 | 6 | 0 | 5 | 46 | 42 | 7 | 49 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | | | | |
| BILINGUAL | 207 | 50 | 38 | 66 | 24 | 68 | 46 | 89 | 3 | 0 | 8 | 0 | 1 | 15 | 64 | 20 | 19 |
| ENGLISH AS A SECOND LANGUAGE | 2364 | 64 | 43 | 78 | 34 | 69 | 54 | 90 | 1 | 0 | 6 | 0 | 1 | 32 | 47 | 10 | 33 |
| NEITHER BILINGUAL NOR ESL | 25213 | 79 | 67 | 86 | 52 | 83 | 76 | 94 | 1 | 0 | 5 | 0 | 5 | 46 | 43 | 7 | 49 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 1231 | 53 | 40 | 70 | 24 | 61 | 49 | 91 | 2 | 0 | 7 | 0 | 1 | 23 | 66 | 10 | 19 |
| EMOTIONALLY DISTURBED | 147 | 68 | 47 | 73 | 33 | 74 | 57 | 95 | 2 | 0 | 5 | 0 | 1 | 33 | 58 | 9 | 33 |
| SPEECH HANDICAPPED | 57 | 58 | 39 | 72 | 31 | 67 | 54 | 82 | 2 | 0 | 16 | 0 | 0 | 14 | 69 | 18 | 14 |
| VISUALLY HANDICAPPED | 26 | 42 | 46 | 73 | 35 | 54 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER HANDICAPPING CONDITION | 85 | 62 | 41 | 79 | 34 | 56 | 49 | 93 | 2 | 0 | 5 | 0 | 1 | 31 | 59 | 12 | 18 |
| NON-SPECIAL EDUCATION | 26307 | 77 | 65 | 85 | 51 | 82 | 74 | 93 | 1 | 0 | 6 | 0 | 4 | 44 | 43 | 8 | 47 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 49 | 76 | 76 | 90 | 67 | 84 | 78 | 94 | 0 | 0 | 6 | 8 | 22 | 37 | 27 | 6 | 43 |
| NON-PARTICIPANTS | 27735 | 76 | 64 | 84 | 49 | 81 | 73 | 93 | 1 | 0 | 6 | 0 | 4 | 43 | 44 | 8 | 45 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| STATEWIDE | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | X STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 26337 | 93 | 81 | 58 | 43 | 75 | 38 | 82 | 62 | 52 | 92 | 87 | 64 |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 71 | 93 | 80 | 69 | 51 | 79 | 51 | 80 | 72 | 58 | 89 | 87 | 73 |
| ASIAN | 736 | 96 | 92 | 84 | 68 | 87 | 62 | 94 | 86 | 73 | 97 | 96 | 88 |
| BLACK | 7486 | 90 | 69 | 46 | 26 | 67 | 43 | 86 | 72 | 43 | 84 | 76 | 78 |
| HISPANIC | 7233 | 90 | 77 | 48 | 32 | 74 | 35 | 77 | 71 | 37 | 84 | 82 | 68 |
| WHITE | 10799 | 95 | 85 | 74 | 55 | 81 | 56 | 86 | 79 | 64 | 95 | 93 | 79 |
| SEX | | | | | | | | | | | | | |
| MALE | 13565 | 92 | 79 | 60 | 42 | 73 | 42 | 81 | 67 | 54 | 93 | 87 | 66 |
| FEMALE | 12772 | 94 | 83 | 55 | 45 | 76 | 35 | 84 | 57 | 50 | 92 | 87 | 62 |
| MEAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 6053 | 91 | 77 | 41 | 30 | 69 | 33 | 78 | 45 | 40 | 90 | 79 | 58 |
| NON-PARTICIPANTS | 20284 | 95 | 82 | 63 | 47 | 76 | 41 | 84 | 67 | 56 | 93 | 89 | 69 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 515 | 92 | 81 | 60 | 37 | 71 | 30 | 81 | 46 | 42 | 90 | 79 | 60 |
| NON-PARTICIPANTS | 25822 | 93 | 81 | 58 | 44 | 75 | 39 | 82 | 62 | 52 | 92 | 87 | 65 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 236 | 92 | 79 | 59 | 37 | 69 | 30 | 78 | 47 | 44 | 90 | 78 | 60 |
| MATHEMATICS | 130 | 91 | 77 | 60 | 37 | 69 | 30 | 78 | 47 | 44 | 90 | 78 | 60 |
| ORAL LANGUAGE DEVELOPMENT | 47 | 90 | 77 | 60 | 38 | 69 | 30 | 78 | 47 | 44 | 90 | 77 | 60 |
| ELIGIBLE BUT NOT PARTICIPATING | 335 | 90 | 76 | 58 | 32 | 71 | 37 | 83 | 55 | 40 | 92 | 78 | 62 |
| NOT ELIGIBLE | 25640 | 93 | 81 | 58 | 44 | 75 | 39 | 82 | 62 | 52 | 92 | 87 | 65 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. ADD/SUBTRACT WHOLE NUMBERS
2. MULTIPLY/DIVIDE WHOLE NUMBERS
3. SOLVE PROBLEMS: +, -, X, +
4. USE FRACTIONS/MIXED NOS: +, -, X
5. USE DECIMALS: +, -, X
6. SOLVE PERSONAL FINANCE PROBLEMS
7. FIND $ AMOUNT/CORRECT CHANGE
8. USE MEASUREMENT UNITS
9. USE RATIO/PROPORTION/PERCENT
10. DETERMINE DIST/LOCATION ON MAPS
11. READ, INTERPRET CHARTS/GRAPHS

STUDENTS MASTERING MATH TEST

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | |
| LEP STUDENTS | 1936 | 93 | 80 | 42 | 32 | 73 | 24 | 79 | 50 | 47 | 82 | 73 |
| NON-LEP STUDENTS | 24401 | 93 | 81 | 59 | 44 | 75 | 40 | 83 | 63 | 52 | 93 | 88 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | |
| BILINGUAL | 106 | 92 | 86 | 46 | 31 | 73 | 28 | 83 | 61 | 58 | 92 | 70 |
| ENGLISH AS A SECOND LANGUAGE | 1201 | 93 | 81 | 42 | 32 | 75 | 24 | 78 | 49 | 49 | 88 | 70 |
| NEITHER BILINGUAL NOR ESL | 25030 | 93 | 81 | 58 | 44 | 75 | 39 | 83 | 63 | 52 | 93 | 88 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | |
| LEARNING DISABILITY | 1111 | 82 | 59 | 29 | 19 | 54 | 20 | 56 | 36 | 29 | 83 | 70 |
| EMOTIONALLY DISTURBED | 94 | 90 | 70 | 46 | 29 | 63 | 34 | 72 | 59 | 49 | 87 | 74 |
| SPEECH HANDICAPPED | 63 | 76 | 62 | 29 | 8 | 57 | 19 | 46 | 24 | 30 | 76 | 63 |
| VISUALLY HANDICAPPED | 27 | 63 | 67 | 48 | 22 | 52 | 48 | 63 | 59 | 33 | 67 | 70 |
| OTHER HANDICAPPING CONDITION | 94 | 82 | 69 | 35 | 24 | 63 | 21 | 66 | 36 | 31 | 83 | 71 |
| NON-SPECIAL EDUCATION | 25018 | 94 | 82 | 59 | 45 | 76 | 39 | 84 | 63 | 53 | 93 | 88 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | |
| PARTICIPANTS | 33 | 94 | 91 | 70 | 79 | 91 | 58 | 88 | 73 | 61 | 91 | 94 |
| NON-PARTICIPANTS | 26304 | 93 | 81 | 58 | 43 | 75 | 38 | 82 | 62 | 52 | 92 | 87 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

RT DATE: MAY 1984

OF TESTING: FEBRUARY 1984

E: 11-EXIT LEVEL

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| ENDE | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | % STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STUDENTS TESTED | 27213 | 65 | 81 | 70 | 67 | 67 | 69 | 73 | 89 | 65 | 82 | 83 | 73 |
| IC GROUP | | | | | | | | | | | | | |
| RICAN INDIAN | 76 | 76 | 87 | 75 | 79 | 75 | 79 | 75 | 92 | 78 | 84 | 87 | 83 |
| AN | 1065 | 49 | 67 | 65 | 44 | 49 | 54 | 59 | 85 | 50 | 79 | 77 | 53 |
| CK | 7446 | 57 | 77 | 62 | 58 | 57 | 61 | 67 | 88 | 54 | 78 | 75 | 64 |
| PANIC | 8166 | 58 | 77 | 64 | 58 | 57 | 60 | 69 | 89 | 57 | 80 | 81 | 68 |
| TE | 10460 | 80 | 90 | 82 | 83 | 81 | 84 | 86 | 94 | 81 | 89 | 91 | 88 |
| E | 14714 | 64 | 81 | 72 | 67 | 66 | 70 | 74 | 87 | 65 | 80 | 83 | 74 |
| ALE | 12499 | 65 | 83 | 69 | 67 | 68 | 68 | 73 | 91 | 65 | 85 | 83 | 73 |
| PROGRAM | | | | | | | | | | | | | |
| TICIPANTS | 7084 | 50 | 74 | 59 | 49 | 51 | 55 | 61 | 85 | 50 | 75 | 75 | 58 |
| -PARTICIPANTS | 20129 | 70 | 84 | 74 | 73 | 72 | 74 | 78 | 90 | 70 | 84 | 85 | 79 |
| TER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| TICIPANTS | 766 | 51 | 73 | 57 | 47 | 49 | 52 | 59 | 82 | 50 | 72 | 73 | 54 |
| -PARTICIPANTS | 26447 | 65 | 82 | 71 | 67 | 67 | 70 | 74 | 89 | 65 | 82 | 83 | 74 |
| TER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| GUAGE ARTS | 305 | 43 | 72 | 57 | 48 | 53 | 56 | 59 | 87 | 49 | 75 | 76 | 57 |
| HEMATICS | 156 | 49 | 64 | 56 | 44 | 49 | 46 | 58 | 80 | 47 | 75 | 74 | 49 |
| LANGUAGE DEVELOPMENT | 57 | 53 | 72 | 60 | 53 | 53 | 60 | 65 | 91 | 58 | 84 | 77 | 67 |
| GIBLE BUT NOT PARTICIPATING | 588 | 49 | 75 | 60 | 46 | 54 | 56 | 61 | 83 | 52 | 77 | 80 | 64 |
| ELIGIBLE | 26212 | 65 | 82 | 71 | 67 | 67 | 70 | 74 | 89 | 65 | 82 | 83 | 74 |

# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

1. IDENTIFY MAIN IDEA
2. SEQUENCE EVENTS
3. PERCEIVE CAUSE-EFFECT
4. EVALUATE INFORMATION
5. DISTINGUISH FACT, NON-FACT
6. DRAW CONCLUSIONS
7. MAKE GENERALIZATIONS
8. FOLLOW WRITTEN DIRECTIONS
9. USE PARTS OF BOOK
10. USE REFERENCE SKILLS
11. USE MAPS, CHARTS
- STUDENTS MASTERING READING TEST

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | |
| LEP STUDENTS | 2706 | 42 | 66 | 55 | 38 | 45 | 45 | 51 | 83 | 48 | 73 | 72 | 48 |
| NON-LEP STUDENTS | 24507 | 67 | 83 | 72 | 70 | 69 | 72 | 76 | 89 | 67 | 83 | 84 | 76 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | |
| BILINGUAL | 161 | 40 | 64 | 50 | 36 | 42 | 37 | 43 | 80 | 50 | 65 | 70 | 37 |
| ENGLISH AS A SECOND LANGUAGE | 1669 | 40 | 63 | 52 | 35 | 44 | 44 | 48 | 82 | 47 | 70 | 69 | 44 |
| NEITHER BILINGUAL NOR ESL | 25363 | 67 | 83 | 72 | 69 | 68 | 71 | 75 | 89 | 66 | 83 | 84 | 75 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | |
| LEARNING DISABILITY | 806 | 43 | 62 | 46 | 44 | 42 | 45 | 50 | 68 | 40 | 60 | 60 | 42 |
| EMOTIONALLY DISTURBED | 87 | 52 | 67 | 64 | 53 | 57 | 60 | 60 | 79 | 54 | 79 | 75 | 58 |
| SPEECH HANDICAPPED | 43 | 44 | 60 | 42 | 33 | 26 | 30 | 51 | 79 | 42 | 74 | 67 | 40 |
| VISUALLY HANDICAPPED | 28 | 64 | 68 | 54 | 57 | 54 | 61 | 57 | 79 | 61 | 75 | 61 | 57 |
| OTHER HANDICAPPING CONDITION | 83 | 40 | 65 | 55 | 46 | 45 | 54 | 55 | 77 | 53 | 71 | 67 | 55 |
| NON-SPECIAL EDUCATION | 26206 | 66 | 82 | 71 | 67 | 68 | 70 | 74 | 89 | 66 | 83 | 84 | 74 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 34 | 68 | 91 | 82 | 79 | 76 | 91 | 79 | 100 | 82 | 94 | 85 | 82 |
| NON-PARTICIPANTS | 27179 | 65 | 81 | 70 | 67 | 67 | 69 | 73 | 89 | 65 | 82 | 83 | 73 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | HANDWRITING A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE % | STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 20554 | 83 | 73 | 90 | 59 | 87 | 81 | 96 | 1 | 0 | 4 | 1 | 7 | 49 | 38 | 5 | 56 | |
| ETHNIC GROUP | | | | | | | | | | | | | | | | | | |
| AMERICAN INDIAN | 56 | 96 | 86 | 91 | 64 | 93 | 88 | 98 | 0 | 0 | 2 | 0 | 18 | 55 | 25 | 2 | 73 | |
| ASIAN | 691 | 73 | 61 | 84 | 52 | 81 | 70 | 92 | 1 | 0 | 3 | 0 | 5 | 30 | 55 | 7 | 35 | |
| BLACK | 5227 | 80 | 65 | 87 | 44 | 84 | 75 | 95 | 1 | 0 | 5 | 0 | 4 | 43 | 47 | 7 | 45 | |
| HISPANIC | 5339 | 75 | 66 | 89 | 46 | 83 | 74 | 95 | 1 | 0 | 4 | 0 | 4 | 46 | 44 | 7 | 47 | |
| WHITE | 9046 | 91 | 83 | 93 | 76 | 93 | 90 | 97 | 0 | 0 | 3 | 2 | 12 | 57 | 27 | 3 | 70 | |
| SEX | | | | | | | | | | | | | | | | | | |
| MALE | 11500 | 81 | 69 | 88 | 56 | 86 | 78 | 95 | 1 | 0 | 4 | 1 | 6 | 46 | 42 | 5 | 51 | |
| FEMALE | 9054 | 86 | 78 | 92 | 63 | 90 | 85 | 96 | 0 | 0 | 3 | 1 | 9 | 53 | 31 | 5 | 63 | |
| MEAL PROGRAM | | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 4174 | 71 | 60 | 86 | 38 | 78 | 68 | 95 | 1 | 0 | 5 | 0 | 3 | 32 | 51 | 8 | 32 | |
| NON-PARTICIPANTS | 16380 | 86 | 76 | 91 | 65 | 90 | 85 | 96 | 1 | 0 | 3 | 1 | 9 | 52 | 34 | 4 | 60 | |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 483 | 66 | 56 | 85 | 33 | 78 | 65 | 97 | 0 | 0 | 3 | 0 | 1 | 41 | 52 | 6 | 39 | |
| NON-PARTICIPANTS | 20071 | 84 | 73 | 90 | 60 | 88 | 82 | 96 | 1 | 0 | 4 | 1 | 8 | 49 | 37 | 5 | 56 | |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | | | | | | |
| LANGUAGE ARTS | 172 | 62 | 58 | 87 | 34 | 78 | 66 | 99 | 1 | 0 | 1 | 0 | 2 | 40 | 54 | 4 | 41 | |
| MATHEMATICS | 93 | 62 | 44 | 83 | 39 | 70 | 63 | 98 | 0 | 0 | 2 | 0 | 2 | 34 | 56 | 8 | 31 | |
| ORAL LANGUAGE DEVELOPMENT | 27 | 62 | 62 | 92 | 50 | 88 | 65 | 100 | 0 | 0 | 0 | 0 | 4 | 38 | 54 | 4 | 38 | |
| ELIGIBLE BUT NOT PARTICIPATING | 321 | 65 | 60 | 87 | 32 | 75 | 66 | 92 | 1 | 0 | 7 | 0 | 2 | 38 | 54 | 2 | 38 | |
| NOT ELIGIBLE | 19994 | 84 | 73 | 90 | 60 | 88 | 82 | 96 | 1 | 0 | 4 | 1 | 8 | 49 | 37 | 5 | 57 | |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

WRITING
STUDENTS
DEMONSTRATING MASTERY

WRITTEN COMPOSITION
STUDENTS PERFORMING AT EACH LEVEL

HANDWRITING

ORGANIZATION OF IDEAS
APPROPRIATE RESPONSE

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 11-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | % STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | | | | | |
| LEP STUDENTS | 1805 | 61 | 52 | 82 | 34 | 76 | 61 | 94 | 1 | 0 | 5 | 0 | 1 | 27 | 62 | 10 | 26 |
| NON-LEP STUDENTS | 18749 | 85 | 75 | 90 | 62 | 88 | 83 | 96 | 1 | 0 | 3 | 1 | 8 | 51 | 35 | 5 | 59 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | | | | |
| BILINGUAL | 106 | 61 | 50 | 82 | 31 | 83 | 63 | 96 | 0 | 0 | 4 | 0 | 0 | 19 | 72 | 9 | 19 |
| ENGLISH AS A SECOND LANGUAGE | 1181 | 58 | 51 | 81 | 32 | 74 | 59 | 93 | 1 | 0 | 6 | 0 | 1 | 27 | 60 | 12 | 25 |
| NEITHER BILINGUAL NOR ESL | 19267 | 85 | 74 | 90 | 61 | 88 | 83 | 96 | 1 | 0 | 3 | 1 | 8 | 51 | 36 | 4 | 58 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 604 | 59 | 44 | 74 | 29 | 61 | 52 | 91 | 1 | 0 | 7 | 0 | 1 | 29 | 58 | 12 | 25 |
| EMOTIONALLY DISTURBED | 64 | 72 | 58 | 80 | 47 | 80 | 72 | 92 | 3 | 0 | 5 | 0 | 3 | 28 | 58 | 12 | 30 |
| SPEECH HANDICAPPED | 26 | 62 | 62 | 88 | 38 | 73 | 54 | 85 | 4 | 0 | 12 | 0 | 0 | 42 | 46 | 12 | 38 |
| VISUALLY HANDICAPPED | 22 | 91 | 59 | 86 | 64 | 64 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER HANDICAPPING CONDITION | 63 | 68 | 52 | 87 | 38 | 67 | 70 | 94 | 0 | 0 | 6 | 0 | 3 | 32 | 54 | 11 | 33 |
| NON-SPECIAL EDUCATION | 19805 | 84 | 74 | 90 | 60 | 88 | 82 | 96 | 1 | 0 | 3 | 1 | 8 | 50 | 37 | 5 | 57 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 31 | 97 | 97 | 100 | 81 | 100 | 94 | 97 | 0 | 0 | 3 | 6 | 26 | 45 | 19 | 3 | 77 |
| NON-PARTICIPANTS | 20523 | 83 | 73 | 90 | 59 | 87 | 81 | 96 | 1 | 0 | 4 | 1 | 7 | 49 | 38 | 5 | 56 |





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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

STATEWIDE

MATHEMATICS OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

| | NO OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + | 4. USE FRACTIONS/MIXED NOS: +, -, X | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 19678 | 93 | 79 | 59 | 40 | 73 | 44 | 83 | 64 | 55 | 92 | 88 | |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 45 | 93 | 78 | 69 | 47 | 78 | 51 | 82 | 73 | 67 | 87 | 89 | |
| ASIAN | 586 | 98 | 90 | 76 | 71 | 88 | 56 | 89 | 79 | 78 | 95 | 81 | |
| BLACK | 6041 | 89 | 73 | 41 | 28 | 63 | 26 | 77 | 45 | 41 | 88 | 82 | |
| HISPANIC | 4973 | 94 | 79 | 52 | 29 | 73 | 36 | 83 | 58 | 49 | 92 | 85 | |
| WHITE | 8033 | 95 | 84 | 76 | 54 | 80 | 62 | 88 | 81 | 68 | 95 | 94 | |
| SEX | | | | | | | | | | | | | |
| MALE | 9802 | 92 | 77 | 63 | 40 | 73 | 48 | 82 | 69 | 57 | 93 | 88 | |
| FEMALE | 9876 | 94 | 81 | 56 | 40 | 74 | 41 | 85 | 60 | 54 | 92 | 87 | |
| MEAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 3888 | 91 | 76 | 41 | 25 | 66 | 27 | 79 | 47 | 42 | 89 | 80 | |
| NON-PARTICIPANTS | 15790 | 93 | 80 | 63 | 44 | 75 | 48 | 85 | 68 | 58 | 93 | 89 | |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 413 | 92 | 76 | 44 | 20 | 68 | 27 | 81 | 47 | 40 | 89 | 77 | |
| NON-PARTICIPANTS | 19265 | 93 | 79 | 59 | 41 | 73 | 44 | 84 | 64 | 56 | 92 | 88 | |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 121 | 93 | 80 | 49 | 24 | 68 | 26 | 88 | 50 | 50 | 88 | 80 | |
| MATHEMATICS | 67 | 93 | 84 | 52 | 39 | 78 | 42 | 74 | 46 | 48 | 90 | 86 | |
| ORAL LANGUAGE DEVELOPMENT | 21 | 90 | 81 | 48 | 38 | 71 | 29 | 86 | 38 | 52 | 81 | 71 | |
| ELIGIBLE BUT NOT PARTICIPATING | 24 | 96 | 80 | 51 | 26 | 74 | 32 | 84 | 54 | 47 | 92 | 82 | |
| NOT ELIGIBLE | 19154 | 93 | 79 | 59 | 41 | 73 | 44 | 83 | 64 | 55 | 92 | 88 | |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

**MATHEMATICS OBJECTIVES**

**PERCENT OF STUDENTS DEMONSTRATING MASTERY**

PORT DATE: MAY 1984

TE OF TESTING: FEBRUARY 1984

ADE: 12-EXIT LEVEL

ATEWIDE

| | NO. OF STUDENTS TESTED | 1. ADD/SUBTRACT WHOLE NUMBERS | 2. MULTIPLY/DIVIDE WHOLE NUMBERS | 3. SOLVE PROBLEMS: +, -, X, + WHOLE NUMBERS | 4. USE FRACTIONS/MIXED NOS: +, -, X, + | 5. USE DECIMALS: +, -, X, + | 6. SOLVE PERSONAL FINANCE PROBLEMS | 7. FIND $ AMOUNT/CORRECT CHANGE | 8. USE MEASUREMENT UNITS | 9. USE RATIO/PROPORTION/PERCENT | 10. DETERMINE DIST/LOCATION ON MAPS | 11. READ, INTERPRET CHARTS/GRAPHS | % STUDENTS MASTERING MATH TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **LIMITED ENGLISH PROFICIENCY** | | | | | | | | | | | | | |
| LEP STUDENTS | 1249 | 93 | 79 | 44 | 26 | 72 | 28 | 81 | 53 | 48 | 89 | 78 | 53 |
| NON-LEP STUDENTS | 18429 | 93 | 79 | 60 | 41 | 73 | 45 | 84 | 65 | 56 | 92 | 88 | 66 |
| **BILINGUAL/ENGLISH AS A SECOND LANGUAGE** | | | | | | | | | | | | | |
| BILINGUAL | 53 | 94 | 79 | 45 | 32 | 77 | 32 | 85 | 62 | 42 | 94 | 72 | 51 |
| ENGLISH AS A SECOND LANGUAGE | 639 | 92 | 78 | 43 | 35 | 74 | 26 | 81 | 51 | 45 | 90 | 75 | 51 |
| EITHER BILINGUAL NOR ESL | 18986 | 93 | 79 | 60 | 41 | 73 | 45 | 84 | 64 | 56 | 92 | 88 | 66 |
| **SPECIAL EDUCATION PROGRAMS** | | | | | | | | | | | | | |
| LEARNING DISABILITY | 646 | 85 | 60 | 31 | 15 | 54 | 20 | 64 | 37 | 29 | 84 | 71 | 34 |
| EMOTIONALLY DISTURBED | 43 | 79 | 51 | 30 | 21 | 40 | 19 | 53 | 37 | 35 | 65 | 65 | 30 |
| SPEECH HANDICAPPED | 25 | 72 | 56 | 24 | 24 | 32 | 24 | 48 | 36 | 28 | 80 | 52 | 28 |
| VISUALLY HANDICAPPED | 27 | 74 | 56 | 44 | 19 | 44 | 33 | 74 | 59 | 41 | 89 | 59 | 41 |
| OTHER HANDICAPPING CONDITION | 64 | 92 | 75 | 34 | 27 | 66 | 20 | 69 | 39 | 36 | 91 | 73 | 44 |
| NON-SPECIAL EDUCATION | 18900 | 93 | 80 | 60 | 41 | 74 | 45 | 84 | 65 | 56 | 93 | 88 | 67 |
| **STATE GIFTED AND TALENTED PROGRAM** | | | | | | | | | | | | | |
| PARTICIPANTS | 11 | 100 | 91 | 82 | 55 | 91 | 64 | 82 | 73 | 64 | 82 | 91 | 73 |
| NON-PARTICIPANTS | 19667 | 93 | 79 | 59 | 40 | 73 | 44 | 83 | 64 | 55 | 92 | 88 | 65 |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

PORT DATE: MAY 1984

TE OF TESTING: FEBRUARY 1984

ADE: 12-EXIT LEVEL

| | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | % STUDENTS MASTERING READING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STATEWIDE | | | | | | | | | | | | | |
| STUDENTS TESTED | 19971 | 68 | 82 | 73 | 69 | 69 | 72 | 77 | 90 | 67 | 84 | 85 | 76 |
| ETHNIC GROUP | | | | | | | | | | | | | |
| AMERICAN INDIAN | 52 | 85 | 92 | 71 | 72 | 73 | 77 | 72 | 85 | 62 | 85 | 81 | 72 |
| ASIAN | 818 | 54 | 74 | 66 | 48 | 59 | 60 | 62 | 87 | 65 | 80 | 84 | 63 |
| BLACK | 5584 | 57 | 77 | 63 | 59 | 59 | 63 | 69 | 84 | 53 | 79 | 77 | 66 |
| HISPANIC | 5820 | 59 | 77 | 67 | 61 | 60 | 65 | 72 | 86 | 59 | 83 | 83 | 70 |
| WHITE | 7697 | 83 | 91 | 85 | 86 | 84 | 86 | 88 | 95 | 83 | 91 | 92 | 90 |
| SEX | | | | | | | | | | | | | |
| MALE | 10649 | 67 | 82 | 74 | 70 | 68 | 74 | 78 | 88 | 67 | 82 | 85 | 76 |
| FEMALE | 9322 | 68 | 83 | 72 | 69 | 71 | 71 | 77 | 91 | 67 | 87 | 86 | 77 |
| BILINGUAL PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 4361 | 53 | 74 | 62 | 52 | 53 | 58 | 65 | 85 | 51 | 78 | 78 | 61 |
| NON-PARTICIPANTS | 15610 | 72 | 85 | 76 | 74 | 74 | 76 | 80 | 91 | 71 | 86 | 87 | 80 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | |
| PARTICIPANTS | 425 | 50 | 72 | 64 | 55 | 56 | 59 | 67 | 87 | 50 | 78 | 80 | 62 |
| NON-PARTICIPANTS | 19476 | 68 | 83 | 73 | 70 | 69 | 73 | 77 | 90 | 67 | 84 | 85 | 76 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | |
| LANGUAGE ARTS | 170 | 49 | 74 | 62 | 52 | 56 | 67 | 68 | 88 | 48 | 76 | 81 | 62 |
| MATHEMATICS | 68 | 52 | 68 | 57 | 57 | 48 | 68 | 69 | 86 | 48 | 68 | 77 | 60 |
| OTAL LANGUAGE DEVELOPMENT | 37 | 46 | 65 | 57 | 43 | 46 | 55 | 65 | 84 | 46 | 81 | 78 | 46 |
| LIGIBLE BUT NOT PARTICIPATING | 472 | 57 | 78 | 73 | 53 | 57 | 64 | 75 | 86 | 57 | 82 | 82 | 68 |
| T ELIGIBLE | 19254 | 68 | 83 | 73 | 70 | 70 | 73 | 77 | 90 | 67 | 84 | 85 | 77 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

READING OBJECTIVES

PERCENT OF STUDENTS DEMONSTRATING MASTERY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

STATEWIDE

| | NO OF STUDENTS TESTED | 1. IDENTIFY MAIN IDEA | 2. SEQUENCE EVENTS | 3. PERCEIVE CAUSE-EFFECT | 4. EVALUATE INFORMATION | 5. DISTINGUISH FACT, NON-FACT | 6. DRAW CONCLUSIONS | 7. MAKE GENERALIZATIONS | 8. FOLLOW WRITTEN DIRECTIONS | 9. USE PARTS OF BOOK | 10. USE REFERENCE SKILLS | 11. USE MAPS, CHARTS | STUDENTS MASTERING READING TEST | X |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | | |
| LEP STUDENTS | 1684 | 47 | 62 | 59 | 46 | 51 | 52 | 60 | 87 | 52 | 77 | 60 | 5 | |
| NON-LEP STUDENTS | 18287 | 69 | 84 | 74 | 72 | 71 | 74 | 79 | 90 | 68 | 85 | 85 | 7 | |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | |
| BILINGUAL | 79 | 42 | 65 | 58 | 59 | 51 | 49 | 56 | 85 | 52 | 75 | 75 | 5 | |
| ENGLISH AS A SECOND LANGUAGE | 859 | 43 | 66 | 56 | 41 | 47 | 50 | 58 | 87 | 49 | 75 | 78 | 5 | |
| NEITHER BILINGUAL NOR ESL | 19033 | 69 | 83 | 74 | 71 | 70 | 74 | 78 | 90 | 68 | 85 | 85 | 7 | |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 474 | 48 | 62 | 52 | 46 | 42 | 48 | 53 | 75 | 39 | 61 | 66 | 4 | |
| EMOTIONALLY DISTURBED | 44 | 50 | 66 | 52 | 55 | 45 | 52 | 50 | 84 | 36 | 64 | 64 | 4 | |
| SPEECH HANDICAPPED | 24 | 58 | 67 | 54 | 46 | 63 | 63 | 54 | 79 | 46 | 63 | 71 | 5 | |
| VISUALLY HANDICAPPED | 27 | 59 | 78 | 67 | 59 | 56 | 67 | 70 | 67 | 63 | 67 | 70 | 5 | |
| OTHER HANDICAPPING CONDITION | 51 | 53 | 75 | 57 | 41 | 43 | 57 | 59 | 80 | 45 | 82 | 78 | 6 | |
| NON-SPECIAL EDUCATION | 19372 | 68 | 83 | 74 | 70 | 70 | 73 | 78 | 90 | 68 | 85 | 85 | 7 | |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | |
| PARTICIPANTS | 13 | 85 | 23 | 23 | 23 | 62 | 85 | 100 | 92 | 77 | 92 | 92 | 9 | |
| NON-PARTICIPANTS | 19958 | 68 | 82 | 73 | 69 | 69 | 72 | 77 | 90 | 67 | 84 | 85 | 7 | |



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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

WRITING
STUDENTS DEMONSTRATING MASTERY
WRITTEN COMPOSITION
STUDENTS PERFORMING AT EACH LEVEL
HANDWRITING
ORGANIZATION OF IDEAS
APPROPRIATE RESPONSE

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | 1. SPELLING | 2. PUNCTUATION | 3. CAPITALIZATION | 4. CORRECT ENGLISH USAGE | 5. SENTENCE STRUCTURE | 6. COMMONLY USED FORMS | A ACCEPTABLE | B HARD TO READ | C ILLEGIBLE | D NOT RATABLE | 4 RAW SCORE OF 4 | 3 RAW SCORE OF 3 | 2 RAW SCORE OF 2 | 1 RAW SCORE OF 1 | 0 RAW SCORE OF 0 | % STUDENTS MASTERING WRITING TEST |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALL STUDENTS TESTED | 14227 | 84 | 74 | 90 | 61 | 89 | 83 | 95 | 1 | 0 | 4 | 1 | 9 | 49 | 36 | 5 | 58 |
| ETHNIC GROUP | | | | | | | | | | | | | | | | | |
| AMERICAN INDIAN | 42 | 90 | 83 | 93 | 60 | 90 | 90 | 93 | 2 | 0 | 5 | 0 | 2 | 52 | 40 | 5 | 55 |
| ASIAN | 720 | 81 | 79 | 90 | 58 | 87 | 80 | 95 | 1 | 0 | 3 | 1 | 6 | 47 | 43 | 4 | 53 |
| BLACK | 3454 | 78 | 67 | 85 | 41 | 85 | 78 | 94 | 1 | 0 | 4 | 0 | 3 | 39 | 50 | 7 | 43 |
| HISPANIC | 3512 | 79 | 68 | 89 | 49 | 88 | 82 | 96 | 1 | 0 | 3 | 1 | 5 | 42 | 47 | 5 | 47 |
| WHITE | 6519 | 92 | 85 | 93 | 79 | 94 | 92 | 97 | 1 | 0 | 2 | 2 | 15 | 56 | 24 | 3 | 72 |
| SEX | | | | | | | | | | | | | | | | | |
| MALE | 7914 | 83 | 71 | 88 | 58 | 87 | 81 | 95 | 1 | 0 | 4 | 1 | 8 | 46 | 40 | 5 | 52 |
| FEMALE | 6313 | 87 | 79 | 92 | 65 | 91 | 85 | 95 | 0 | 0 | 4 | 2 | 11 | 52 | 30 | 5 | 64 |
| MEAL PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 2469 | 73 | 62 | 85 | 40 | 80 | 72 | 93 | 1 | 0 | 4 | 0 | 3 | 41 | 48 | 8 | 42 |
| NON-PARTICIPANTS | 11758 | 87 | 77 | 90 | 65 | 90 | 85 | 95 | 1 | 0 | 4 | 2 | 10 | 50 | 33 | 5 | 61 |
| CHAPTER 1 REGULAR PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 290 | 77 | 58 | 88 | 38 | 86 | 70 | 96 | 0 | 0 | 3 | 0 | 1 | 47 | 48 | 4 | 45 |
| NON-PARTICIPANTS | 13937 | 85 | 75 | 90 | 61 | 89 | 85 | 95 | 1 | 0 | 4 | 1 | 9 | 49 | 35 | 5 | 58 |
| CHAPTER 1 MIGRANT PROGRAMS | | | | | | | | | | | | | | | | | |
| LANGUAGE ARTS | 96 | 72 | 61 | 95 | 42 | 89 | 85 | 97 | 1 | 0 | 2 | 1 | 0 | 50 | 44 | 5 | 51 |
| MATHEMATICS | 47 | 79 | 63 | 85 | 26 | 83 | 68 | 98 | 2 | 0 | 4 | 0 | 2 | 47 | 45 | 6 | 47 |
| ORAL LANGUAGE DEVELOPMENT | 23 | 83 | 65 | 91 | 39 | 91 | 78 | 96 | 0 | 0 | 4 | 0 | 0 | 57 | 39 | 4 | 57 |
| ELIGIBLE BUT NOT PARTICIPATING | 254 | 75 | 60 | 88 | 37 | 86 | 69 | 96 | 0 | 0 | 4 | 0 | 5 | 51 | 39 | 5 | 55 |
| NOT ELIGIBLE | 13835 | 85 | 74 | 90 | 61 | 89 | 83 | 95 | 1 | 0 | 4 | 1 | 9 | 49 | 35 | 5 | 58 |

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# TEXAS ASSESSMENT OF BASIC SKILLS

## DEMOGRAPHIC PERFORMANCE SUMMARY

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 12-EXIT LEVEL

| STATEWIDE | NO OF STUDENTS TESTED | WRITING STUDENTS DEMONSTRATING MASTERY | | | | | | WRITTEN COMPOSITION STUDENTS PERFORMING AT EACH LEVEL | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | SPELLING | PUNCTUATION | CAPITALIZATION | CORRECT ENGLISH USAGE | SENTENCE STRUCTURE | COMMONLY USED FORMS | HANDWRITING ACCEPTABLE | HARD TO READ | ILLEGIBLE | NOT RATABLE | ORGANIZATION OF IDEAS APPROPRIATE RESPONSE RAW SCORE OF 4 | RAW SCORE OF 3 | RAW SCORE OF 2 | RAW SCORE OF 1 | RAW SCORE OF 0 | STUDENTS MASTERING WRITING TEST |
| | | 1. | 2. | 3. | 4. | 5. | 6. | A | B | C | D | 4 | 3 | 2 | 1 | 0 | X |
| LIMITED ENGLISH PROFICIENCY | | | | | | | | | | | | | | | | | |
| LEP STUDENTS | 1039 | 70 | 56 | 83 | 37 | 78 | 67 | 21 | 1 | 0 | 8 | 0 | 2 | 36 | 52 | 10 | 35 |
| NON-LEP STUDENTS | 13186 | 86 | 76 | 90 | 63 | 89 | 84 | 45 | 1 | 0 | 4 | 1 | 10 | 30 | 34 | 5 | 60 |
| BILINGUAL/ENGLISH AS A SECOND LANGUAGE | | | | | | | | | | | | | | | | | |
| BILINGUAL | 36 | 64 | 58 | 69 | 42 | 83 | 78 | 86 | 0 | 0 | 14 | 0 | 6 | 28 | 53 | 14 | 33 |
| ENGLISH AS A SECOND LANGUAGE | 564 | 68 | 64 | 82 | 38 | 78 | 74 | 64 | 0 | 0 | 2 | 0 | 4 | 24 | 52 | 10 | 34 |
| NEITHER BILINGUAL NOR ESL | 13627 | 85 | 75 | 90 | 62 | 89 | 84 | 45 | 1 | 0 | 4 | 1 | 9 | 49 | 35 | 5 | 59 |
| SPECIAL EDUCATION PROGRAMS | | | | | | | | | | | | | | | | | |
| LEARNING DISABILITY | 348 | 54 | 44 | 68 | 27 | 64 | 51 | 89 | 4 | [illegible] | 7 | 0 | [illegible] | 27 | 51 | 12 | 24 |
| EMOTIONALLY DISTURBED | 33 | 58 | 55 | 67 | 39 | 67 | 58 | 82 | 3 | [illegible] | 15 | [illegible] | [illegible] | 30 | [illegible] | [illegible] | 30 |
| SPEECH HANDICAPPED | 15 | 53 | 40 | 67 | 27 | 53 | 40 | 73 | 0 | [illegible] | 20 | [illegible] | [illegible] | 33 | [illegible] | [illegible] | 27 |
| VISUALLY HANDICAPPED | 26 | 69 | 42 | 73 | 54 | 62 | 58 | 91 | 0 | [illegible] | 0 | [illegible] | [illegible] | 0 | [illegible] | [illegible] | 42 |
| OTHER HANDICAPPING CONDITION | 58 | 76 | 71 | 86 | 47 | 76 | 76 | 92 | 0 | [illegible] | 0 | [illegible] | [illegible] | 45 | [illegible] | [illegible] | 45 |
| NON-SPECIAL EDUCATION | 13780 | 85 | 75 | 90 | 62 | 89 | 84 | 45 | 1 | 0 | 4 | 1 | 9 | 49 | 35 | 5 | 59 |
| STATE GIFTED AND TALENTED PROGRAM | | | | | | | | | | | | | | | | | |
| PARTICIPANTS | 9 | 100 | 89 | 100 | 100 | 100 | 100 | 100 | 0 | 0 | 0 | 11 | 22 | 67 | 0 | 0 | 100 |
| NON-PARTICIPANTS | 14218 | 84 | 74 | 90 | 61 | 89 | 83 | 45 | 1 | 0 | 4 | 1 | 9 | 49 | 36 | 5 | 58 |



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# Appendix D

**Summary Reports: Grades 9, 10, 11, and 12**
**First-Time Tested and Retested Students**

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 209043 | 96 | 8063 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 197583 | 91 | 19523 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 164475 | 76 | 52631 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 149164 | 69 | 67942 |
| | 5.USE DECIMALS: +, -, X, ÷ | 186102 | 86 | 31004 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 108776 | 50 | 108330 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 190815 | 88 | 26291 |
| | 8.USE MEASUREMENT UNITS | 173368 | 80 | 43738 |
| | 9.USE RATIO/PROPORTION/PERCENT | 134565 | 62 | 82541 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 206698 | 95 | 10408 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 200610 | 92 | 16496 |
| | STUDENTS TESTED: 217106 TOTAL MATHEMATICS: | 180776 | 83 | 36330 |
| READING | 1.IDENTIFY MAIN IDEA | 169362 | 79 | 46069 |
| | 2.SEQUENCE EVENTS | 193610 | 90 | 21821 |
| | 3.PERCEIVE CAUSE-EFFECT | 175606 | 82 | 39825 |
| | 4.EVALUATE INFORMATION | 174280 | 81 | 41151 |
| | 5.DISTINGUISH FACT, NON-FACT | 178106 | 83 | 37325 |
| | 6.DRAW CONCLUSIONS | 177499 | 82 | 37932 |
| | 7.MAKE GENERALIZATIONS | 182158 | 85 | 33273 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 201949 | 94 | 13482 |
| | 9.USE PARTS OF BOOK | 173905 | 81 | 41526 |
| | 10.USE REFERENCE SKILLS | 190994 | 89 | 24437 |
| | 11.USE MAPS, CHARTS | 191038 | 89 | 24393 |
| | STUDENTS TESTED: 215431 TOTAL READING: | 186326 | 86 | 29105 |
| WRITING | 1.SPELLING | 192137 | 90 | 22540 |
| | 2.PUNCTUATION | 173356 | 81 | 41321 |
| | 3.CAPITALIZATION | 202793 | 94 | 11884 |
| | 4.CORRECT ENGLISH USAGE | 148972 | 69 | 65705 |
| | 5.SENTENCE STRUCTURE | 198241 | 92 | 16436 |
| | 6.COMMONLY USED FORMS | 190853 | 89 | 23824 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 1 % R.S.OF 3 11 % R.S.OF 2 60 % R.S.OF 1 26 % R.S.OF 0 2 | | | |
| | HANDWRITING<br>% ACCEPTABLE 99 % HARD TO READ 0 % ILLEGIBLE 0 % NOT RATABLE 1 | | | |
| | STUDENTS TESTED: 214677 TOTAL WRITING: | 152558 | 71 | 62119 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 219090 | PERCENT 100 |
|---|---|---|
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 465 | 0 |
| Asian or Pacific Islander | 3696 | 2 |
| Black | 28795 | 13 |
| Hispanic | 56980 | 26 |
| White | 129154 | 59 |
| **FREE/REDUCED PRICE MEAL PROGRAM** | 44993 | 21 |
| **CHAPTER I REGULAR PROGRAM** | 2894 | 1 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program . | 1846 | 1 |
| Mathematics Program | 1222 | 1 |
| Oral Language Development Program | 614 | 0 |
| Eligible but not participating | 3154 | 1 |
| Neither eligible nor participating | 213313 | 97 |
| **LIMITED ENGLISH PROFICIENCY** | 9465 | 4 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 501 | 0 |
| English as a Second Language Program | 6679 | 3 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 5208 | 2 |
| Emotionally Disturbed | 650 | 0 |
| Speech Handicapped | 354 | 0 |
| Visually Handicapped using braille test | 24 | 0 |
| Visually Handicapped using large print test | 40 | 0 |
| Visually Handicapped using regular test | 84 | 0 |
| Other handicapping condition | 282 | 0 |
| Non special education students | 212748 | 97 |
| **STATE GIFTED/TALENTED PROGRAM** | 2202 | 1 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-001

RETESTED STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 5123 | 90 | 581 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 4201 | 74 | 1503 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 2438 | 43 | 3266 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 1857 | 33 | 3847 |
| | 5.USE DECIMALS: +, -, X, + | 3703 | 65 | 2001 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 1317 | 23 | 4387 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 4171 | 73 | 1533 |
| | 8.USE MEASUREMENT UNITS | 2889 | 51 | 2815 |
| | 9.USE RATIO/PROPORTION/PERCENT | 2107 | 37 | 3597 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 5110 | 90 | 594 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 4564 | 80 | 1140 |
| | STUDENTS TESTED: 5704 TOTAL MATHEMATICS: | 2819 | 49 | 2885 |
| READING | 1.IDENTIFY MAIN IDEA | 2721 | 50 | 2755 |
| | 2.SEQUENCE EVENTS | 3803 | 69 | 1673 |
| | 3.PERCEIVE CAUSE-EFFECT | 3003 | 55 | 2473 |
| | 4.EVALUATE INFORMATION | 2765 | 50 | 2711 |
| | 5.DISTINGUISH FACT, NON-FACT | 2782 | 51 | 2694 |
| | 6.DRAW CONCLUSIONS | 2860 | 52 | 2616 |
| | 7.MAKE GENERALIZATIONS | 3112 | 57 | 2364 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 4481 | 82 | 995 |
| | 9.USE PARTS OF BOOK | 2701 | 49 | 2775 |
| | 10.USE REFERENCE SKILLS | 3832 | 70 | 1644 |
| | 11.USE MAPS, CHARTS | 3969 | 72 | 1507 |
| | STUDENTS TESTED: 5476 TOTAL READING: | 2980 | 54 | 2496 |
| WRITING | 1.SPELLING | 2714 | 71 | 1082 |
| | 2.PUNCTUATION | 2141 | 56 | 1655 |
| | 3.CAPITALIZATION | 3096 | 82 | 700 |
| | 4.CORRECT ENGLISH USAGE | 1464 | 39 | 2332 |
| | 5.SENTENCE STRUCTURE | 2884 | 76 | 912 |
| | 6.COMMONLY USED FORMS | 2493 | 66 | 1303 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>0 2 38 52 8 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>95 1 0 4 | | | |
| | STUDENTS TESTED: 3796 TOTAL WRITING: | 1424 | 38 | 2372 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 7289 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 19 | 0 |
| Asian or Pacific Islander | 74 | 1 |
| Black | 1642 | 23 |
| Hispanic | 3502 | 48 |
| White | 2052 | 28 |
| FREE/REDUCED PRICE MEAL PROGRAM | 2603 | 36 |
| CHAPTER I REGULAR PROGRAM | 176 | 2 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 172 | 2 |
| Mathematics Program | 94 | 1 |
| Oral Language Development Program | 74 | 1 |
| Eligible but not participating | 202 | 3 |
| Neither eligible nor participating | 6863 | 94 |
| LIMITED ENGLISH PROFICIENCY | 933 | 13 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 20 | 0 |
| English as a Second Language Program | 641 | 9 |
| SPECIAL EDUCATION | | |
| Learning Disability | 468 | 6 |
| Emotionally Disturbed | 69 | 1 |
| Speech Handicapped | 14 | 0 |
| Visually Handicapped using braille test | 0 | 0 |
| Visually Handicapped using large print test | 1 | 0 |
| Visually Handicapped using regular test | 1 | 0 |
| Other handicapping condition | 21 | 0 |
| Non special education students | 6742 | 92 |
| STATE GIFTED/TALENTED PROGRAM | 12 | 0 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### FIRST TIME TESTED STUDENTS

112

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

GRADE: 10 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 12254 | 92 | 1117 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 11217 | 84 | 2154 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 9430 | 71 | 3941 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 7833 | 59 | 5538 |
| | 5.USE DECIMALS: +, -, X, ÷ | 10565 | 79 | 2806 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 6561 | 49 | 6810 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 11028 | 82 | 2343 |
| | 8.USE MEASUREMENT UNITS | 10077 | 75 | 3294 |
| | 9.USE RATIO/PROPORTION/PERCENT | 8025 | 60 | 5346 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 12133 | 91 | 1238 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 11571 | 87 | 1800 |
| | STUDENTS TESTED: 13371 TOTAL MATHEMATICS: | 10197 | 76 | 3174 |
| READING | 1.IDENTIFY MAIN IDEA | 9648 | 72 | 3712 |
| | 2.SEQUENCE EVENTS | 11076 | 83 | 2284 |
| | 3.PERCEIVE CAUSE-EFFECT | 10003 | 75 | 3357 |
| | 4.EVALUATE INFORMATION | 9965 | 75 | 3395 |
| | 5.DISTINGUISH FACT, NON-FACT | 9927 | 74 | 3433 |
| | 6.DRAW CONCLUSIONS | 10085 | 75 | 3275 |
| | 7.MAKE GENERALIZATIONS | 10357 | 78 | 3003 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 11704 | 88 | 1656 |
| | 9.USE PARTS OF BOOK | 9915 | 74 | 3445 |
| | 10.USE REFERENCE SKILLS | 10934 | 82 | 2426 |
| | 11.USE MAPS, CHARTS | 11158 | 84 | 2202 |
| | STUDENTS TESTED: 13360 TOTAL READING: | 10466 | 78 | 2894 |
| WRITING | 1.SPELLING | 11017 | 82 | 2490 |
| | 2.PUNCTUATION | 9726 | 72 | 3781 |
| | 3.CAPITALIZATION | 11520 | 85 | 1987 |
| | 4.CORRECT ENGLISH USAGE | 8510 | 63 | 4997 |
| | 5.SENTENCE STRUCTURE | 11379 | 84 | 2128 |
| | 6.COMMONLY USED FORMS | 10772 | 80 | 2735 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 1 % R.S.OF 3 7 % R.S.OF 2 49 % R.S.OF 1 34 % R.S.OF 0 9 | | | |
| | HANDWRITING<br>% ACCEPTABLE 92 % HARD TO READ 0 % ILLEGIBLE 0 % NOT RATABLE 8 | | | |
| | STUDENTS TESTED: 13507 TOTAL WRITING: | 7552 | 56 | 5955 |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 14559 | 100 |
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 47 | 0 |
| Asian or Pacific Islander | 509 | 3 |
| Black | 2592 | 18 |
| Hispanic | 2862 | 20 |
| White | 8549 | 59 |
| **FREE/REDUCED PRICE MEAL PROGRAM** | 2094 | 14 |
| **CHAPTER I REGULAR PROGRAM** | 72 | 0 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program | 57 | 0 |
| Mathematics Program | 49 | 0 |
| Oral Language Development Program | 31 | 0 |
| Eligible but not participating | 104 | 1 |
| Neither eligible nor participating | 14363 | 99 |
| **LIMITED ENGLISH PROFICIENCY** | 807 | 6 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 56 | 0 |
| English as a Second Language Program | 713 | 5 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 666 | 5 |
| Emotionally Disturbed | 93 | 1 |
| Speech Handicapped | 21 | 0 |
| Visually Handicapped using braille test | 7 | 0 |
| Visually Handicapped using large print test | 5 | 0 |
| Visually Handicapped using regular test | 4 | 0 |
| Other handicapping condition | 51 | 0 |
| Non special education students | 13746 | 94 |
| **STATE GIFTED/TALENTED PROGRAM** | 38 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-0001

RETESTED STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 10-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 27171 | 92 | 2357 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 23071 | 78 | 6457 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 12525 | 42 | 17003 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 9529 | 32 | 19999 |
| | 5.USE DECIMALS: +, -, X, + | 20574 | 70 | 8954 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 6203 | 21 | 23325 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 22726 | 77 | 6802 |
| | 8.USE MEASUREMENT UNITS | 14473 | 49 | 15055 |
| | 9.USE RATIO/PROPORTION/PERCENT | 11205 | 38 | 18323 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 26946 | 91 | 2582 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 24507 | 83 | 5021 |
| | STUDENTS TESTED: 29528 TOTAL MATHEMATICS: | 15469 | 52 | 14059 |
| READING | 1.IDENTIFY MAIN IDEA | 15077 | 53 | 13392 |
| | 2.SEQUENCE EVENTS | 21247 | 75 | 7222 |
| | 3.PERCEIVE CAUSE-EFFECT | 16413 | 58 | 12056 |
| | 4.EVALUATE INFORMATION | 15145 | 53 | 13324 |
| | 5.DISTINGUISH FACT, NON-FACT | 15307 | 54 | 13162 |
| | 6.DRAW CONCLUSIONS | 15865 | 56 | 12604 |
| | 7.MAKE GENERALIZATIONS | 17639 | 62 | 10830 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 24301 | 85 | 4168 |
| | 9.USE PARTS OF BOOK | 15055 | 53 | 13414 |
| | 10.USE REFERENCE SKILLS | 21002 | 74 | 7467 |
| | 11.USE MAPS, CHARTS | 21842 | 77 | 6627 |
| | STUDENTS TESTED: 28469 TOTAL READING: | 17142 | 60 | 11327 |
| WRITING | 1.SPELLING | 10069 | 71 | 4208 |
| | 2.PUNCTUATION | 8100 | 57 | 6177 |
| | 3.CAPITALIZATION | 11911 | 83 | 2366 |
| | 4.CORRECT ENGLISH USAGE | 5214 | 37 | 9063 |
| | 5.SENTENCE STRUCTURE | 11174 | 78 | 3103 |
| | 6.COMMONLY USED FORMS | 9533 | 67 | 4744 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 0 % R.S.OF 3: 1 % R.S.OF 2: 37 % R.S.OF 1: 54 % R.S.OF 0: 7 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 95 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 4 | | | |
| | STUDENTS TESTED: 14277 TOTAL WRITING: | 5097 | 36 | 9180 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 43226 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 84 | 0 |
| Asian or Pacific Islander | 826 | 2 |
| Black | 11312 | 26 |
| Hispanic | 16659 | 39 |
| White | 14345 | 33 |
| FREE/REDUCED PRICE MEAL PROGRAM | 14475 | 33 |
| CHAPTER I REGULAR PROGRAM | 1488 | 3 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 770 | 2 |
| Mathematics Program | 583 | 1 |
| Oral Language Development Program | 184 | 0 |
| Eligible but not participating | 1061 | 2 |
| Neither eligible nor participating | 41061 | 95 |
| LIMITED ENGLISH PROFICIENCY | 4561 | 11 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 229 | 1 |
| English as a Second Language Program | 2962 | 7 |
| SPECIAL EDUCATION | | |
| Learning Disability | 2087 | 5 |
| Emotionally Disturbed | 173 | 0 |
| Speech Handicapped | 101 | 0 |
| Visually Handicapped using braille test | 9 | 0 |
| Visually Handicapped using large print test | 8 | 0 |
| Visually Handicapped using regular test | 21 | 0 |
| Other handicapping condition | 125 | 0 |
| Non special education students | 40811 | 94 |
| STATE GIFTED/TALENTED PROGRAM | 26 | 0 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### FIRST TIME TESTED STUDENTS



REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 11 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 9576 | 95 | 541 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 8929 | 88 | 1188 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 7991 | 79 | 2126 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 6569 | 65 | 3548 |
| | 5.USE DECIMALS: +, -, X, ÷ | 8570 | 85 | 1547 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 6022 | 60 | 4095 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 8946 | 88 | 1171 |
| | 8.USE MEASUREMENT UNITS | 8379 | 83 | 1738 |
| | 9.USE RATIO/PROPORTION/PERCENT | 7147 | 71 | 2970 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 9477 | 94 | 640 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 9228 | 91 | 889 |
| | STUDENTS TESTED: 10117 TOTAL MATHEMATICS: | 8554 | 85 | 1563 |
| READING | 1.IDENTIFY MAIN IDEA | 8014 | 79 | 2079 |
| | 2.SEQUENCE EVENTS | 8898 | 88 | 1195 |
| | 3.PERCEIVE CAUSE-EFFECT | 8385 | 83 | 1708 |
| | 4.EVALUATE INFORMATION | 8238 | 82 | 1855 |
| | 5.DISTINGUISH FACT, NON-FACT | 8299 | 82 | 1794 |
| | 6.DRAW CONCLUSIONS | 8419 | 83 | 1674 |
| | 7.MAKE GENERALIZATIONS | 8585 | 85 | 1508 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 9288 | 92 | 805 |
| | 9.USE PARTS OF BOOK | 8248 | 82 | 1845 |
| | 10.USE REFERENCE SKILLS | 8970 | 89 | 1123 |
| | 11.USE MAPS, CHARTS | 8965 | 89 | 1128 |
| | STUDENTS TESTED: 10093 TOTAL READING: | 8700 | 86 | 1393 |
| WRITING | 1.SPELLING | 9013 | 88 | 1210 |
| | 2.PUNCTUATION | 8076 | 79 | 2147 |
| | 3.CAPITALIZATION | 9303 | 91 | 920 |
| | 4.CORRECT ENGLISH USAGE | 7379 | 72 | 2844 |
| | 5.SENTENCE STRUCTURE | 9281 | 91 | 942 |
| | 6.COMMONLY USED FORMS | 8942 | 87 | 1281 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 11 % R.S.OF 2: 53 % R.S.OF 1: 29 % R.S.OF 0: 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 95 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 4 | | | |
| | STUDENTS TESTED: 10223 TOTAL WRITING: | 6660 | 65 | 3563 |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| **TOTAL ENROLLMENT** | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 10814 | 100 |
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 43 | 0 |
| Asian or Pacific Islander | 551 | 5 |
| Black | 1888 | 17 |
| Hispanic | 1826 | 17 |
| White | 6506 | 60 |
| **FREE/REDUCED PRICE MEAL PROGRAM** | 1155 | 11 |
| **CHAPTER I REGULAR PROGRAM** | 52 | 0 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program | 28 | 0 |
| Mathematics Program | 16 | 0 |
| Oral Language Development Program | 11 | 0 |
| Eligible but not participating | 70 | 1 |
| Neither eligible nor participating | 10703 | 99 |
| **LIMITED ENGLISH PROFICIENCY** | 516 | 5 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 48 | 0 |
| English as a Second Language Program | 327 | 3 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 331 | 3 |
| Emotionally Disturbed | 47 | 0 |
| Speech Handicapped | 16 | 0 |
| Visually Handicapped using braille test | 7 | 0 |
| Visually Handicapped using large print test | 7 | 0 |
| Visually Handicapped using regular test | 5 | 0 |
| Other handicapping condition | 45 | 0 |
| Non special education students | 10379 | 96 |
| **STATE GIFTED/TALENTED PROGRAM** | 21 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07815-000

RETESTED STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 11-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 14914 | 92 | 1306 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 12383 | 76 | 3837 |
| | 3.SOLVE PROBLEMS: +, -, x, + | 7183 | 44 | 9037 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, x | 4852 | 30 | 11368 |
| | 5.USE DECIMALS: +, -, x, + | 11127 | 69 | 5093 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 4112 | 25 | 12108 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 12747 | 79 | 3473 |
| | 8.USE MEASUREMENT UNITS | 7984 | 49 | 8236 |
| | 9.USE RATIO/PROPORTION/PERCENT | 6571 | 41 | 9649 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 14827 | 91 | 1393 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 13610 | 84 | 2610 |
| | STUDENTS TESTED: 16220 TOTAL MATHEMATICS: | 8400 | 52 | 7820 |
| READING | 1.IDENTIFY MAIN IDEA | 9626 | 56 | 7494 |
| | 2.SEQUENCE EVENTS | 13267 | 77 | 3853 |
| | 3.PERCEIVE CAUSE-EFFECT | 10751 | 63 | 6369 |
| | 4.EVALUATE INFORMATION | 9872 | 58 | 7248 |
| | 5.DISTINGUISH FACT, NON-FACT | 9841 | 57 | 7279 |
| | 6.DRAW CONCLUSIONS | 10450 | 61 | 6670 |
| | 7.MAKE GENERALIZATIONS | 11384 | 66 | 5736 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 14873 | 87 | 2247 |
| | 9.USE PARTS OF BOOK | 9390 | 55 | 7730 |
| | 10.USE REFERENCE SKILLS | 13350 | 78 | 3770 |
| | 11.USE MAPS, CHARTS | 13572 | 79 | 3548 |
| | STUDENTS TESTED: 17120 TOTAL READING: | 11189 | 65 | 5931 |
| WRITING | 1.SPELLING | 8101 | 78 | 2230 |
| | 2.PUNCTUATION | 6910 | 67 | 3421 |
| | 3.CAPITALIZATION | 9139 | 88 | 1192 |
| | 4.CORRECT ENGLISH USAGE | 4799 | 46 | 5532 |
| | 5.SENTENCE STRUCTURE | 8676 | 84 | 1655 |
| | 6.COMMONLY USED FORMS | 7793 | 75 | 2538 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 0 % R.S.OF 3 4 % R.S.OF 2 45 % R.S.OF 1 46 % R.S.OF 0 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE 96 % HARD TO READ 1 % ILLEGIBLE 0 % NOT RATABLE 3 | | | |
| | STUDENTS TESTED: 10331 TOTAL WRITING: | 4852 | 47 | 5479 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 26235 | PERCENT 100 |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 50 | 0 |
| Asian or Pacific Islander | 606 | 2 |
| Black | 8445 | 32 |
| Hispanic | 9206 | 35 |
| White | 7928 | 30 |
| FREE/REDUCED PRICE MEAL PROGRAM | 8232 | 31 |
| CHAPTER I REGULAR PROGRAM | 845 | 3 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 345 | 1 |
| Mathematics Program | 178 | 1 |
| Oral Language Development Program | 60 | 0 |
| Eligible but not participating | 657 | 3 |
| Neither eligible nor participating | 25117 | 96 |
| LIMITED ENGLISH PROFICIENCY | 2662 | 10 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 122 | 0 |
| English as a Second Language Program | 1605 | 6 |
| SPECIAL EDUCATION | | |
| Learning Disability | 1125 | 4 |
| Emotionally Disturbed | 75 | 0 |
| Speech Handicapped | 64 | 0 |
| Visually Handicapped using braille test | 3 | 0 |
| Visually Handicapped using large print test | 5 | 0 |
| Visually Handicapped using regular test | 8 | 0 |
| Other handicapping condition | 85 | 0 |
| Non special education students | 24928 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 23 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### FIRST TIME TESTED STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 12 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 7085 | 94 | 423 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 6556 | 87 | 952 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 6078 | 81 | 1430 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 4721 | 63 | 2787 |
| | 5.USE DECIMALS: +, -, X, ÷ | 6352 | 85 | 1156 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 4935 | 66 | 2573 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 6703 | 89 | 805 |
| | 8.USE MEASUREMENT UNITS | 6370 | 85 | 1138 |
| | 9.USE RATIO/PROPORTION/PERCENT | 5654 | 75 | 1854 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 7051 | 94 | 457 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 6897 | 92 | 611 |
| | STUDENTS TESTED: 7508 TOTAL MATHEMATICS: | 6434 | 86 | 1074 |
| READING | 1.IDENTIFY MAIN IDEA | 6197 | 83 | 1298 |
| | 2.SEQUENCE EVENTS | 6670 | 89 | 825 |
| | 3.PERCEIVE CAUSE-EFFECT | 6448 | 86 | 1047 |
| | 4.EVALUATE INFORMATION | 6311 | 84 | 1184 |
| | 5.DISTINGUISH FACT, NON-FACT | 6298 | 84 | 1197 |
| | 6.DRAW CONCLUSIONS | 6472 | 86 | 1023 |
| | 7.MAKE GENERALIZATIONS | 6589 | 88 | 906 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 6968 | 93 | 527 |
| | 9.USE PARTS OF BOOK | 6290 | 84 | 1205 |
| | 10.USE REFERENCE SKILLS | 6789 | 91 | 706 |
| | 11.USE MAPS, CHARTS | 6787 | 91 | 708 |
| | STUDENTS TESTED: 7495 TOTAL READING: | 6654 | 89 | 841 |
| WRITING | 1.SPELLING | 6740 | 88 | 888 |
| | 2.PUNCTUATION | 6176 | 81 | 1452 |
| | 3.CAPITALIZATION | 6904 | 91 | 724 |
| | 4.CORRECT ENGLISH USAGE | 5601 | 73 | 2027 |
| | 5.SENTENCE STRUCTURE | 6914 | 91 | 714 |
| | 6.COMMONLY USED FORMS | 6721 | 88 | 907 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 (2) % R.S.OF 3 (14) % R.S.OF 2 (52) % R.S.OF 1 (25) % R.S.OF 0 (6)<br>HANDWRITING<br>% ACCEPTABLE (94) % HARD TO READ (1) % ILLEGIBLE (0) % NOT RATABLE (6)<br>STUDENTS TESTED: 7628 TOTAL WRITING: | 5186 | 68 | 2442 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER | PERCENT |
|---|---|---|
| | 8005 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 30 | 0 |
| Asian or Pacific Islander | 433 | 5 |
| Black | 1187 | 15 |
| Hispanic | 1348 | 17 |
| White | 5007 | 63 |
| FREE/REDUCED PRICE MEAL PROGRAM | 736 | 9 |
| CHAPTER I REGULAR PROGRAM | 22 | 0 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 15 | 0 |
| Mathematics Program | 6 | 0 |
| Oral Language Development Program | 9 | 0 |
| Eligible but not participating | 53 | 1 |
| Neither eligible nor participating | 7930 | 99 |
| LIMITED ENGLISH PROFICIENCY | 351 | 4 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 16 | 0 |
| English as a Second Language Program | 174 | 2 |
| SPECIAL EDUCATION | | |
| Learning Disability | 190 | 2 |
| Emotionally Disturbed | 23 | 0 |
| Speech Handicapped | 9 | 0 |
| Visually Handicapped using braille test | 10 | 0 |
| Visually Handicapped using large print test | 6 | 0 |
| Visually Handicapped using regular test | 4 | 0 |
| Other handicapping condition | 25 | 0 |
| Non special education students | 7747 | 97 |
| STATE GIFTED/TALENTED PROGRAM | 3 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07615-003

RETESTED STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 12-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 11177 | 92 | 993 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 9033 | 74 | 3137 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 5535 | 45 | 6635 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 3187 | 26 | 8983 |
| | 5.USE DECIMALS: +, -, X, + | 8079 | 66 | 4091 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 3728 | 31 | 8442 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 9719 | 80 | 2451 |
| | 8.USE MEASUREMENT UNITS | 6210 | 51 | 5960 |
| | 9.USE RATIO/PROPORTION/PERCENT | 5207 | 43 | 6963 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 11106 | 91 | 1064 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 10342 | 85 | 1828 |
| | STUDENTS TESTED: 12170 TOTAL MATHEMATICS: | 6427 | 53 | 5743 |
| READING | 1.IDENTIFY MAIN IDEA | 7299 | 59 | 5177 |
| | 2.SEQUENCE EVENTS | 9805 | 79 | 2671 |
| | 3.PERCEIVE CAUSE-EFFECT | 8113 | 65 | 4363 |
| | 4.EVALUATE INFORMATION | 7541 | 60 | 4935 |
| | 5.DISTINGUISH FACT, NON-FACT | 7493 | 60 | 4983 |
| | 6.DRAW CONCLUSIONS | 7990 | 64 | 4486 |
| | 7.MAKE GENERALIZATIONS | 8799 | 71 | 3677 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 10931 | 88 | 1545 |
| | 9.USE PARTS OF BOOK | 7062 | 57 | 5414 |
| | 10.USE REFERENCE SKILLS | 10050 | 81 | 2426 |
| | 11.USE MAPS, CHARTS | 10183 | 82 | 2293 |
| | STUDENTS TESTED: 12476 TOTAL READING: | 8553 | 69 | 3923 |
| WRITING | 1.SPELLING | 5270 | 80 | 1329 |
| | 2.PUNCTUATION | 4391 | 67 | 2208 |
| | 3.CAPITALIZATION | 5839 | 88 | 760 |
| | 4.CORRECT ENGLISH USAGE | 3057 | 46 | 3542 |
| | 5.SENTENCE STRUCTURE | 5681 | 86 | 918 |
| | 6.COMMONLY USED FORMS | 5075 | 77 | 1524 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS }<br>APPROP. RESPONSE--PURPOSE/AUDIENCE }<br>% R.S.OF 4 0 % R.S.OF 3 4 % R.S.OF 2 44 % R.S.OF 1 48 % R.S.OF 0 4 | | | |
| | HANDWRITING<br>% ACCEPTABLE 96 % HARD TO READ 1 % ILLEGIBLE 0 % NOT RATABLE 3 | | | |
| | STUDENTS TESTED: 6599 TOTAL WRITING: | 3073 | 47 | 3526 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 18827 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 30 | 0 |
| Asian or Pacific Islander | 465 | 2 |
| Black | 6629 | 35 |
| Hispanic | 6499 | 35 |
| White | 5204 | 28 |
| FREE/REDUCED PRICE MEAL PROGRAM | 5115 | 27 |
| CHAPTER I REGULAR PROGRAM | 588 | 3 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 188 | 1 |
| Mathematics Program | 100 | 1 |
| Oral Language Development Program | 39 | 0 |
| Eligible but not participating | 541 | 3 |
| Neither eligible nor participating | 18013 | 96 |
| LIMITED ENGLISH PROFICIENCY | 1717 | 9 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 71 | 0 |
| English as a Second Language Program | 856 | 5 |
| SPECIAL EDUCATION | | |
| Learning Disability | 653 | 3 |
| Emotionally Disturbed | 34 | 0 |
| Speech Handicapped | 29 | 0 |
| Visually Handicapped using braille test | 2 | 0 |
| Visually Handicapped using large print test | 6 | 0 |
| Visually Handicapped using regular test | 2 | 0 |
| Other handicapping condition | 59 | 0 |
| Non special education students | 18070 | 96 |
| STATE GIFTED/TALENTED PROGRAM | 15 | 0 |



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# Appendix E

## Summary Reports: Grades 3, 5, 9, 10, 11, and 12
## Limited English Proficient and Non-Limited English Proficient Students

# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07615-003

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 03

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.READ AND WRITE WHOLE NUMBERS | 15007 | 70 | 6547 |
| | 2.ORDER WHOLE NUMBERS | 11686 | 54 | 9868 |
| | 3.ADD WHOLE NUMBERS | 18368 | 85 | 3186 |
| | 4.SUBTRACT WHOLE NUMBERS | 14971 | 69 | 6583 |
| | 5.SOLVE WORD PROBLEMS: +, - | 16246 | 75 | 5308 |
| | 6.COMPLETE NUMBER PATTERNS | 16807 | 78 | 4747 |
| | 7.MULTIPLY WHOLE NUMBERS | 19098 | 89 | 2456 |
| | 8.IDENTIFY FRACTIONAL PARTS | 17973 | 83 | 3581 |
| | 9.IDENTIFY VALUES OF MONEY | 18843 | 87 | 2711 |
| | 10.SELECT UNITS OF MEASURE | 9727 | 45 | 11827 |
| | STUDENTS TESTED: 21554 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 9011 | 43 | 11949 |
| | 2.RECALL FACTS, DETAILS | 12620 | 60 | 8340 |
| | 3.SEQUENCE EVENTS | 9329 | 45 | 11631 |
| | 4.FOLLOW WRITTEN DIRECTIONS | 17542 | 84 | 3418 |
| | 5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS | 16776 | 80 | 4184 |
| | 6.USE CONTEXT CLUES | 12933 | 62 | 8027 |
| | 7.UNDERSTAND WORD STRUCTURES | 10751 | 51 | 10209 |
| | 8.RECOGNIZE WORDS BY SIGHT | 14975 | 71 | 5985 |
| | STUDENTS TESTED: 20960 | | | |
| WRITING | 1.SPELLING | 17208 | 82 | 3734 |
| | 2.PUNCTUATION | 10752 | 51 | 10190 |
| | 3.CAPITALIZATION | 15981 | 76 | 4961 |
| | 4.CORRECT ENGLISH USAGE | 14251 | 68 | 6691 |
| | 5.SENTENCE STRUCTURE | 11337 | 54 | 9605 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS }<br>APPROP. RESPONSE TO TOPIC }<br>% R.S.OF 4 0 % R.S.OF 3 1 % R.S.OF 2 39 % R.S.OF 1 56 % R.S.OF 0 4 | | | |
| | HANDWRITING<br>% ACCEPTABLE 94 % HARD TO READ 4 % ILLEGIBLE 0 % NOT RATABLE 2<br>STUDENTS TESTED: 20942 | | | |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 21651 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 13 | 0 |
| Asian or Pacific Islander | 825 | 4 |
| Black | 77 | 0 |
| Hispanic | 20389 | 94 |
| White | 347 | 2 |
| FREE/REDUCED PRICE MEAL PROGRAM | 19138 | 88 |
| CHAPTER I REGULAR PROGRAM | 8621 | 40 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 2455 | 11 |
| Mathematics Program | 1495 | 7 |
| Oral Language Development Program | 944 | 4 |
| Eligible but not participating | 1080 | 5 |
| Neither eligible nor participating | 17453 | 81 |
| LIMITED ENGLISH PROFICIENCY | 21651 | 100 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 15871 | 73 |
| English as a Second Language Program | 2600 | 12 |
| SPECIAL EDUCATION | | |
| Learning Disability | 1176 | 5 |
| Emotionally Disturbed | 48 | 0 |
| Speech Handicapped | 757 | 3 |
| Visually Handicapped using braille test | 26 | 0 |
| Visually Handicapped using large print test | 11 | 0 |
| Visually Handicapped using regular test | 9 | 0 |
| Other handicapping condition | 40 | 0 |
| Non special education students | 19832 | 92 |
| STATE GIFTED/TALENTED PROGRAM | 27 | 0 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 03

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.READ AND WRITE WHOLE NUMBERS | 180624 | 90 | 20972 |
| | 2.ORDER WHOLE NUMBERS | 163562 | 81 | 38034 |
| | 3.ADD WHOLE NUMBERS | 184867 | 92 | 16729 |
| | 4.SUBTRACT WHOLE NUMBERS | 163538 | 81 | 38058 |
| | 5.SOLVE WORD PROBLEMS: +, - | 179826 | 89 | 21770 |
| | 6.COMPLETE NUMBER PATTERNS | 180302 | 89 | 21294 |
| | 7.MULTIPLY WHOLE NUMBERS | 191078 | 95 | 10518 |
| | 8.IDENTIFY FRACTIONAL PARTS | 182445 | 91 | 19151 |
| | 9.IDENTIFY VALUES OF MONEY | 187237 | 93 | 14359 |
| | 10.SELECT UNITS OF MEASURE | 149002 | 74 | 52594 |
| | STUDENTS TESTED: 201596 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 160144 | 81 | 38209 |
| | 2.RECALL FACTS, DETAILS | 178194 | 90 | 20159 |
| | 3.SEQUENCE EVENTS | 161459 | 81 | 36894 |
| | 4.FOLLOW WRITTEN DIRECTIONS | 194457 | 98 | 3896 |
| | 5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS | 189869 | 96 | 8484 |
| | 6.USE CONTEXT CLUES | 183033 | 92 | 15320 |
| | 7.UNDERSTAND WORD STRUCTURES | 179201 | 90 | 19152 |
| | 8.RECOGNIZE WORDS BY SIGHT | 192175 | 97 | 6178 |
| | STUDENTS TESTED: 198353 | | | |
| WRITING | 1.SPELLING | 193243 | 98 | 4871 |
| | 2.PUNCTUATION | 151851 | 77 | 46263 |
| | 3.CAPITALIZATION | 186925 | 94 | 11189 |
| | 4.CORRECT ENGLISH USAGE | 187970 | 95 | 10144 |
| | 5.SENTENCE STRUCTURE | 162637 | 82 | 35477 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE TO TOPIC<br>% R.S.OF 4: 0 % R.S.OF 3: 7 % R.S.OF 2: 68 % R.S.OF 1: 24 % R.S.OF 0: 0<br>HANDWRITING<br>% ACCEPTABLE: 98 % HARD TO READ: 2 % ILLEGIBLE: 0 % NOT RATABLE: 0<br>STUDENTS TESTED: 198114 | | | |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 203055 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 320 | 0 |
| Asian or Pacific Islander | 3603 | 2 |
| Black | 29987 | 15 |
| Hispanic | 51437 | 25 |
| White | 117708 | 58 |
| FREE/REDUCED PRICE MEAL PROGRAM | 70147 | 35 |
| CHAPTER I REGULAR PROGRAM | 25387 | 13 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 2326 | 1 |
| Mathematics Program | 1546 | 1 |
| Oral Language Development Program | 749 | 0 |
| Eligible but not participating | 1438 | 1 |
| Neither eligible nor participating | 198630 | 98 |
| LIMITED ENGLISH PROFICIENCY | 0 | 0 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 2250 | 1 |
| English as a Second Language Program | 985 | 0 |
| SPECIAL EDUCATION | | |
| Learning Disability | 7867 | 4 |
| Emotionally Disturbed | 476 | 0 |
| Speech Handicapped | 6721 | 3 |
| Visually Handicapped using braille test | 40 | 0 |
| Visually Handicapped using large print test | 65 | 0 |
| Visually Handicapped using regular test | 132 | 0 |
| Other handicapping condition | 293 | 0 |
| Non special education students | 188803 | 93 |
| STATE GIFTED/TALENTED PROGRAM | 4377 | 2 |




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# TEXAS ASSESSMENT OF BASIC SKILLS

## SUMMARY REPORT

07615-000

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984

DATE OF TESTING: FEBRUARY 1984

STATEWIDE

GRADE: 05

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.IDENTIFY GEOMETRIC TERMS, FIGURES | 8386 | 57 | 6438 |
| | 2.INTERPRET PLACE VALUE | 6585 | 44 | 8239 |
| | 3.ADD WHOLE NUMBERS | 13089 | 88 | 1735 |
| | 4.SUBTRACT WHOLE NUMBERS | 10942 | 74 | 3882 |
| | 5.MULTIPLY WHOLE NUMBERS | 11611 | 78 | 3213 |
| | 6.DIVIDE WHOLE NUMBERS | 9723 | 66 | 5101 |
| | 7.SOLVE WORD PROBLEMS: +, - | 9240 | 62 | 5584 |
| | 8.SOLVE WORD PROBLEMS: x, + | 5898 | 40 | 8926 |
| | 9.SELECT UNITS OF MEASURE | 10305 | 70 | 4519 |
| | 10.INTERPRET GRAPHS | 12457 | 84 | 2367 |
| | 11.IDENTIFY EQUIVALENT FRACTIONS | 6709 | 45 | 8115 |
| | 12.ORDER WHOLE NUMBERS | 9554 | 64 | 5270 |
| | STUDENTS TESTED: 14824 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 4115 | 29 | 10293 |
| | 2.RECALL FACTS, DETAILS | 6224 | 43 | 8184 |
| | 3.SEQUENCE EVENTS | 6434 | 45 | 7974 |
| | 4.DISTINGUISH FACT, NON-FACT | 4927 | 34 | 9481 |
| | 5.DRAW CONCLUSIONS | 6207 | 43 | 8201 |
| | 6.PREDICT OUTCOMES | 4832 | 34 | 9576 |
| | 7.USE CONTEXT CLUES | 9786 | 68 | 4622 |
| | 8.USE INDEX | 9310 | 65 | 5098 |
| | 9.USE MAPS, CHARTS | 9608 | 67 | 4800 |
| | 10.FOLLOW WRITTEN DIRECTIONS | 8478 | 59 | 5930 |
| | 11.IDENTIFY CHARACTER FEELINGS | 7011 | 49 | 7397 |
| | STUDENTS TESTED: 14408 | | | |
| WRITING | 1.SPELLING | 12666 | 88 | 1693 |
| | 2.PUNCTUATION | 7061 | 49 | 7298 |
| | 3.CAPITALIZATION | 10692 | 74 | 3667 |
| | 4.CORRECT ENGLISH USAGE | 5317 | 37 | 9042 |
| | 5.SENTENCE STRUCTURE | 9028 | 63 | 5331 |
| | 6.COMMONLY USED FORMS | 10831 | 75 | 3528 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>0 4 42 50 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>93 4 0 3<br>STUDENTS TESTED: 14359 | | | |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 14994 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 13 | 0 |
| Asian or Pacific Islander | 737 | 5 |
| Black | 69 | 0 |
| Hispanic | 13893 | 93 |
| White | 282 | 2 |
| FREE/REDUCED PRICE MEAL PROGRAM | 13080 | 87 |
| CHAPTER I REGULAR PROGRAM | 5791 | 39 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 1822 | 12 |
| Mathematics Program | 1180 | 8 |
| Oral Language Development Program | 648 | 4 |
| Eligible but not participating | 662 | 4 |
| Neither eligible nor participating | 11990 | 80 |
| LIMITED ENGLISH PROFICIENCY | 14994 | 100 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 9320 | 62 |
| English as a Second Language Program | 2533 | 17 |
| SPECIAL EDUCATION | | |
| Learning Disability | 1014 | 7 |
| Emotionally Disturbed | 39 | 0 |
| Speech Handicapped | 283 | 2 |
| Visually Handicapped using braille test | 14 | 0 |
| Visually Handicapped using large print test | 3 | 0 |
| Visually Handicapped using regular test | 13 | 0 |
| Other handicapping condition | 42 | 0 |
| Non special education students | 13734 | 92 |
| STATE GIFTED/TALENTED PROGRAM | 20 | 0 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 05

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.IDENTIFY GEOMETRIC TERMS, FIGURES | 170281 | 83 | 34245 |
| | 2.INTERPRET PLACE VALUE | 144276 | 71 | 60256 |
| | 3.ADD WHOLE NUMBERS | 190239 | 93 | 14287 |
| | 4.SUBTRACT WHOLE NUMBERS | 176891 | 86 | 27635 |
| | 5.MULTIPLY WHOLE NUMBERS | 182506 | 89 | 22020 |
| | 6.DIVIDE WHOLE NUMBERS | 171523 | 84 | 33003 |
| | 7.SOLVE WORD PROBLEMS: +, - | 172779 | 84 | 31747 |
| | 8.SOLVE WORD PROBLEMS: X, + | 144273 | 71 | 60253 |
| | 9.SELECT UNITS OF MEASURE | 185264 | 91 | 19262 |
| | 10.INTERPRET GRAPHS | 200029 | 98 | 4497 |
| | 11.IDENTIFY EQUIVALENT FRACTIONS | 152549 | 75 | 51977 |
| | 12.ORDER WHOLE NUMBERS | 182404 | 89 | 22122 |
| | STUDENTS TESTED: 204526 | | | |
| READING | 1.IDENTIFY MAIN IDEA | 139576 | 69 | 62531 |
| | 2.RECALL FACTS, DETAILS | 168432 | 83 | 33675 |
| | 3.SEQUENCE EVENTS | 161721 | 80 | 40386 |
| | 4.DISTINGUISH FACT, NON-FACT | 149292 | 74 | 52815 |
| | 5.DRAW CONCLUSIONS | 171692 | 85 | 30415 |
| | 6.PREDICT OUTCOMES | 150634 | 75 | 51473 |
| | 7.USE CONTEXT CLUES | 196095 | 97 | 6012 |
| | 8.USE INDEX | 180564 | 89 | 21543 |
| | 9.USE MAPS, CHARTS | 184257 | 91 | 17850 |
| | 10.FOLLOW WRITTEN DIRECTIONS | 179131 | 89 | 22976 |
| | 11.IDENTIFY CHARACTER FEELINGS | 177357 | 88 | 24750 |
| | STUDENTS TESTED: 202107 | | | |
| WRITING | 1.SPELLING | 198915 | 99 | 2709 |
| | 2.PUNCTUATION | 157276 | 78 | 44348 |
| | 3.CAPITALIZATION | 190492 | 94 | 11132 |
| | 4.CORRECT ENGLISH USAGE | 158125 | 78 | 43499 |
| | 5.SENTENCE STRUCTURE | 180466 | 90 | 21158 |
| | 6.COMMONLY USED FORMS | 190879 | 95 | 10745 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 2 % R.S.OF 3: 19 % R.S.OF 2: 57 % R.S.OF 1: 21 % R.S.OF 0: 1 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 98 % HARD TO READ: 2 % ILLEGIBLE: 0 % NOT RATABLE: 0 | | | |
| | STUDENTS TESTED: 201624 | | | |

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## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 206697 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 402 | 0 |
| Asian or Pacific Islander | 3325 | 2 |
| Black | 30312 | 15 |
| Hispanic | 54061 | 26 |
| White | 118597 | 57 |
| FREE/REDUCED PRICE MEAL PROGRAM | 70114 | 34 |
| CHAPTER I REGULAR PROGRAM | 23444 | 11 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 2495 | 1 |
| Mathematics Program | 1505 | 1 |
| Oral Language Development Program | 619 | 0 |
| Eligible but not participating | 1521 | 1 |
| Neither eligible nor participating | 202034 | 98 |
| LIMITED ENGLISH PROFICIENCY | 0 | 0 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 1952 | 1 |
| English as a Second Language Program | 865 | 0 |
| SPECIAL EDUCATION | | |
| Learning Disability | 8063 | 4 |
| Emotionally Disturbed | 344 | 0 |
| Speech Handicapped | 2953 | 1 |
| Visually Handicapped using oraille test | 28 | 0 |
| Visually Handicapped using large print test | 74 | 0 |
| Visually Handicapped using regular test | 61 | 0 |
| Other Handicapping condition | 308 | 0 |
| Non special education students | 195491 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 6374 | 3 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

07615-003

LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 9225 | 92 | 823 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 8259 | 82 | 1789 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 4286 | 43 | 5762 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 4020 | 40 | 6028 |
| | 5.USE DECIMALS: +, -, X, + | 7410 | 74 | 2638 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 2174 | 22 | 7874 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 7446 | 74 | 2602 |
| | 8.USE MEASUREMENT UNITS | 5095 | 51 | 4953 |
| | 9.USE RATIO/PROPORTION/PERCENT | 4120 | 41 | 5928 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 8806 | 88 | 1242 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 6937 | 69 | 3111 |
| | STUDENTS TESTED: 10048 TOTAL MATHEMATICS: | 5342 | 53 | 4706 |
| READING | 1.IDENTIFY MAIN IDEA | 3926 | 39 | 6172 |
| | 2.SEQUENCE EVENTS | 5815 | 58 | 4283 |
| | 3.PERCEIVE CAUSE-EFFECT | 4611 | 46 | 5487 |
| | 4.EVALUATE INFORMATION | 3468 | 34 | 6630 |
| | 5.DISTINGUISH FACT, NON-FACT | 4240 | 42 | 5858 |
| | 6.DRAW CONCLUSIONS | 3829 | 38 | 6269 |
| | 7.MAKE GENERALIZATIONS | 4379 | 43 | 5719 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 7606 | 75 | 2492 |
| | 9.USE PARTS OF BOOK | 4390 | 43 | 5708 |
| | 10.USE REFERENCE SKILLS | 6270 | 62 | 3828 |
| | 11.USE MAPS, CHARTS | 6297 | 62 | 3801 |
| | STUDENTS TESTED: 10098 TOTAL READING: | 4051 | 40 | 6047 |
| WRITING | 1.SPELLING | 5962 | 61 | 3830 |
| | 2.PUNCTUATION | 4914 | 50 | 4878 |
| | 3.CAPITALIZATION | 7719 | 79 | 2073 |
| | 4.CORRECT ENGLISH USAGE | 2821 | 29 | 6971 |
| | 5.SENTENCE STRUCTURE | 6896 | 70 | 2896 |
| | 6.COMMONLY USED FORMS | 5817 | 59 | 3975 |
| | WRITTEN COMPOSITION | | | |
| | ORGANIZATION OF IDEAS } APPROP. RESPONSE--PURPOSE/AUDIENCE } | | | |
| | % R.S.OF 4: 0 % R.S.OF 3: 2 % R.S.OF 2: 34 % R.S.OF 1: 52 % R.S.OF 0: 13 | | | |
| | HANDWRITING | | | |
| | % ACCEPTABLE: 92 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 7 | | | |
| | STUDENTS TESTED: 9792 TOTAL WRITING: | 3212 | 33 | 6580 |

## GROUP CHARACTERISTICS

| | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 10383 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 18 | 0 |
| Asian or Pacific Islander | 886 | 9 |
| Black | 58 | 1 |
| Hispanic | 9171 | 88 |
| White | 250 | 2 |
| FREE/REDUCED PRICE MEAL PROGRAM | 7010 | 68 |
| CHAPTER I REGULAR PROGRAM | 1183 | 11 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 744 | 7 |
| Mathematics Program | 356 | 3 |
| Oral Language Development Program | 334 | 3 |
| Eligible but not participating | 877 | 8 |
| Neither eligible nor participating | 8479 | 82 |
| LIMITED ENGLISH PROFICIENCY | 10383 | 100 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 438 | 4 |
| English as a Second Language Program | 6299 | 61 |
| SPECIAL EDUCATION | | |
| Learning Disability | 403 | 4 |
| Emotionally Disturbed | 59 | 1 |
| Speech Handicapped | 31 | 0 |
| Visually Handicapped using braille test | 4 | 0 |
| Visually Handicapped using large print test | 1 | 0 |
| Visually Handicapped using regular test | 1 | 0 |
| Other handicapping condition | 11 | 0 |
| Non special education students | 9895 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 9 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT

NON LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 09-EXIT LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 204941 | 96 | 7821 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 193525 | 91 | 19237 |
| | 3.SOLVE PROBLEMS: +, -, X, + | 162627 | 76 | 50135 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 147001 | 69 | 65761 |
| | 5.USE DECIMALS: +, -, X, + | 182395 | 86 | 30367 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 107919 | 51 | 104843 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 187540 | 88 | 25222 |
| | 8.USE MEASUREMENT UNITS | 171162 | 80 | 41600 |
| | 9.USE RATIO/PROPORTION/PERCENT | 132552 | 62 | 80210 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 203002 | 95 | 9760 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 198237 | 93 | 14525 |
| | STUDENTS TESTED: 212762 TOTAL MATHEMATICS: | 178253 | 84 | 34509 |
| READING | 1.IDENTIFY MAIN IDEA | 168157 | 80 | 42652 |
| | 2.SEQUENCE EVENTS | 191598 | 91 | 19211 |
| | 3.PERCEIVE CAUSE-EFFECT | 173998 | 83 | 36811 |
| | 4.EVALUATE INFORMATION | 173577 | 82 | 37232 |
| | 5.DISTINGUISH FACT, NON-FACT | 176648 | 84 | 34161 |
| | 6.DRAW CONCLUSIONS | 176530 | 84 | 34279 |
| | 7.MAKE GENERALIZATIONS | 180891 | 86 | 29918 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 198824 | 94 | 11985 |
| | 9.USE PARTS OF BOOK | 172216 | 82 | 38593 |
| | 10.USE REFERENCE SKILLS | 188556 | 89 | 22253 |
| | 11.USE MAPS, CHARTS | 188710 | 90 | 22099 |
| | STUDENTS TESTED: 210809 TOTAL READING: | 185255 | 88 | 25554 |
| WRITING | 1.SPELLING | 188889 | 91 | 19792 |
| | 2.PUNCTUATION | 170583 | 82 | 38098 |
| | 3.CAPITALIZATION | 198170 | 95 | 10511 |
| | 4.CORRECT ENGLISH USAGE | 147615 | 71 | 61066 |
| | 5.SENTENCE STRUCTURE | 194230 | 93 | 14451 |
| | 6.COMMONLY USED FORMS | 187528 | 90 | 21153 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 11 % R.S.OF 2: 61 % R.S.OF 1: 25 % R.S.OF 0: 2<br>HANDWRITING<br>% ACCEPTABLE: 99 % HARD TO READ: 0 % ILLEGIBLE: 0 % NOT RATABLE: 1 | | | |
| | STUDENTS TESTED: 208681 TOTAL WRITING: | 150770 | 72 | 57911 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 215812 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 466 | 0 |
| Asian or Pacific Islander | 2882 | 1 |
| Black | 30333 | 14 |
| Hispanic | 51227 | 24 |
| White | 130904 | 61 |
| FREE/REDUCED PRICE MEAL PROGRAM | 40532 | 19 |
| CHAPTER I REGULAR PROGRAM | 1879 | 1 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 1270 | 1 |
| Mathematics Program | 953 | 0 |
| Oral Language Development Program | 352 | 0 |
| Eligible but not participating | 2472 | 1 |
| Neither eligible nor participating | 211528 | 98 |
| LIMITED ENGLISH PROFICIENCY | 0 | 0 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 83 | 0 |
| English as a Second Language Program | 1001 | 0 |
| SPECIAL EDUCATION | | |
| Learning Disability | 5248 | 2 |
| Emotionally Disturbed | 655 | 0 |
| Speech Handicapped | 335 | 0 |
| Visually Handicapped using braille test | 20 | 0 |
| Visually Handicapped using large print test | 40 | 0 |
| Visually Handicapped using regular test | 84 | 0 |
| Other handicapping condition | 292 | 0 |
| Non special education students | 209441 | 97 |
| STATE GIFTED/TALENTED PROGRAM | 2203 | 1 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### LIMITED ENGLISH PROFICIENT STUDENTS

07615-003

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 10 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 3329 | 91 | 332 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 2875 | 79 | 786 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 1299 | 35 | 2362 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 1087 | 30 | 2574 |
| | 5.USE DECIMALS: +, -, X, ÷ | 2676 | 73 | 985 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 629 | 17 | 3032 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 2695 | 74 | 966 |
| | 8.USE MEASUREMENT UNITS | 1662 | 45 | 1999 |
| | 9.USE RATIO/PROPORTION/PERCENT | 1497 | 41 | 2164 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 3240 | 89 | 421 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 2482 | 68 | 1179 |
| | STUDENTS TESTED: 3661 TOTAL MATHEMATICS: | 1733 | 47 | 1928 |
| READING | 1.IDENTIFY MAIN IDEA | 1735 | 38 | 2890 |
| | 2.SEQUENCE EVENTS | 2681 | 58 | 1944 |
| | 3.PERCEIVE CAUSE-EFFECT | 2100 | 45 | 2525 |
| | 4.EVALUATE INFORMATION | 1535 | 33 | 3090 |
| | 5.DISTINGUISH FACT, NON-FACT | 1812 | 39 | 2813 |
| | 6.DRAW CONCLUSIONS | 1693 | 37 | 2932 |
| | 7.MAKE GENERALIZATIONS | 1969 | 43 | 2656 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 3610 | 78 | 1015 |
| | 9.USE PARTS OF BOOK | 1950 | 42 | 2675 |
| | 10.USE REFERENCE SKILLS | 3024 | 65 | 1601 |
| | 11.USE MAPS, CHARTS | 3119 | 67 | 1506 |
| | STUDENTS TESTED: 4625 TOTAL READING: | 1807 | 39 | 2818 |
| WRITING | 1.SPELLING | 1689 | 54 | 1454 |
| | 2.PUNCTUATION | 1315 | 42 | 1828 |
| | 3.CAPITALIZATION | 2349 | 75 | 794 |
| | 4.CORRECT ENGLISH USAGE | 835 | 27 | 2308 |
| | 5.SENTENCE STRUCTURE | 2179 | 69 | 964 |
| | 6.COMMONLY USED FORMS | 1657 | 53 | 1486 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>0 1 22 63 15 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>90 1 0 8 | | | |
| | STUDENTS TESTED: 3143 TOTAL WRITING: | 628 | 20 | 2515 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 5310 | PERCENT 100 |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 10 | 0 |
| Asian or Pacific Islander | 605 | 11 |
| Black | 41 | 1 |
| Hispanic | 4516 | 85 |
| White | 138 | 3 |
| FREE/REDUCED PRICE MEAL PROGRAM | 3411 | 64 |
| CHAPTER I REGULAR PROGRAM | 683 | 13 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 357 | 7 |
| Mathematics Program | 281 | 5 |
| Oral Language Development Program | 95 | 2 |
| Eligible but not participating | 420 | 8 |
| Neither eligible nor participating | 4351 | 82 |
| LIMITED ENGLISH PROFICIENCY | 5310 | 100 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 233 | 4 |
| English as a Second Language Program | 3152 | 59 |
| SPECIAL EDUCATION | | |
| Learning Disability | 210 | 4 |
| Emotionally Disturbed | 21 | 0 |
| Speech Handicapped | 11 | 0 |
| Visually Handicapped using braille test | 5 | 0 |
| Visually Handicapped using large print test | 1 | 0 |
| Visually Handicapped using regular test | 7 | 0 |
| Other handicapping condition | 15 | 0 |
| Non special education students | 5052 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 10 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### NONLIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 10 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 36096 | 92 | 3142 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 31413 | 80 | 7825 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 20656 | 53 | 18582 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 16275 | 41 | 22963 |
| | 5.USE DECIMALS: +, -, X, ÷ | 28463 | 73 | 10775 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 12135 | 31 | 27103 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 31059 | 79 | 8179 |
| | 8.USE MEASUREMENT UNITS | 22888 | 58 | 16350 |
| | 9.USE RATIO/PROPORTION/PERCENT | 17733 | 45 | 21505 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 35839 | 91 | 3399 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 33596 | 86 | 5642 |
| | STUDENTS TESTED: 39238 TOTAL MATHEMATICS: | 23933 | 61 | 15305 |
| READING | 1.IDENTIFY MAIN IDEA | 22990 | 62 | 14214 |
| | 2.SEQUENCE EVENTS | 29642 | 80 | 7562 |
| | 3.PERCEIVE CAUSE-EFFECT | 24316 | 65 | 12888 |
| | 4.EVALUATE INFORMATION | 23575 | 63 | 13629 |
| | 5.DISTINGUISH FACT, NON-FACT | 23422 | 63 | 13782 |
| | 6.DRAW CONCLUSIONS | 24257 | 65 | 12947 |
| | 7.MAKE GENERALIZATIONS | 26027 | 70 | 11177 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 32395 | 87 | 4809 |
| | 9.USE PARTS OF BOOK | 23020 | 62 | 14184 |
| | 10.USE REFERENCE SKILLS | 28912 | 78 | 8292 |
| | 11.USE MAPS, CHARTS | 29881 | 80 | 7323 |
| | STUDENTS TESTED: 37204 TOTAL READING: | 25801 | 69 | 11403 |
| WRITING | 1.SPELLING | 19397 | 79 | 5244 |
| | 2.PUNCTUATION | 16511 | 67 | 8130 |
| | 3.CAPITALIZATION | 21082 | 86 | 3559 |
| | 4.CORRECT ENGLISH USAGE | 12889 | 52 | 11752 |
| | 5.SENTENCE STRUCTURE | 20374 | 83 | 4267 |
| | 6.COMMONLY USED FORMS | 18648 | 76 | 5993 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 0 % R.S.OF 3 5 % R.S.OF 2 46 % R.S.OF 1 42 % R.S.OF 0 7 | | | |
| | HANDWRITING<br>% ACCEPTABLE 94 % HARD TO READ 1 % ILLEGIBLE 0 % NOT RATABLE 6 | | | |
| | STUDENTS TESTED: 24641 TOTAL WRITING: | 12021 | 49 | 12620 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 51594 | PERCENT 100 |
|---|---|---|
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 120 | 0 |
| Asian or Pacific Islander | 722 | 1 |
| Black | 13589 | 26 |
| Hispanic | 14655 | 28 |
| White | 22508 | 44 |
| **FREE/REDUCED PRICE MEAL PROGRAM** | 12898 | 25 |
| **CHAPTER I REGULAR PROGRAM** | 866 | 2 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program | 467 | 1 |
| Mathematics Program | 349 | 1 |
| Oral Language Development Program | 117 | 0 |
| Eligible but not participating | 728 | 1 |
| Neither eligible nor participating | 50216 | 97 |
| **LIMITED ENGLISH PROFICIENCY** | 0 | 0 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 48 | 0 |
| English as a Second Language Program | 490 | 1 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 2474 | 5 |
| Emotionally Disturbed | 239 | 0 |
| Speech Handicapped | 109 | 0 |
| Visually Handicapped using braille test | 10 | 0 |
| Visually Handicapped using large print test | 10 | 0 |
| Visually Handicapped using regular test | 17 | 0 |
| Other handicapping condition | 160 | 0 |
| Non special education students | 48704 | 94 |
| **STATE GIFTED/TALENTED PROGRAM** | 54 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### LIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 11 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 1806 | 93 | 130 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 1551 | 80 | 385 |
| | 3.SOLVE PROBLEMS: ÷, −, ×, + | 820 | 42 | 1116 |
| | 4.USE FRACTIONS/MIXED NOS: +, −, × | 613 | 32 | 1323 |
| | 5.USE DECIMALS: +, −, ×, ÷ | 1412 | 73 | 524 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 465 | 24 | 1471 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 1529 | 79 | 407 |
| | 8.USE MEASUREMENT UNITS | 969 | 50 | 967 |
| | 9.USE RATIO/PROPORTION/PERCENT | 919 | 47 | 1017 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 1717 | 89 | 219 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 1408 | 73 | 528 |
| | STUDENTS TESTED: 1936 TOTAL MATHEMATICS: | 1005 | 52 | 931 |
| READING | 1.IDENTIFY MAIN IDEA | 1148 | 42 | 1558 |
| | 2.SEQUENCE EVENTS | 1780 | 66 | 926 |
| | 3.PERCEIVE CAUSE-EFFECT | 1475 | 55 | 1231 |
| | 4.EVALUATE INFORMATION | 1030 | 38 | 1676 |
| | 5.DISTINGUISH FACT, NON-FACT | 1223 | 45 | 1483 |
| | 6.DRAW CONCLUSIONS | 1207 | 45 | 1499 |
| | 7.MAKE GENERALIZATIONS | 1389 | 51 | 1317 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 2256 | 83 | 450 |
| | 9.USE PARTS OF BOOK | 1297 | 48 | 1409 |
| | 10.USE REFERENCE SKILLS | 1963 | 73 | 743 |
| | 11.USE MAPS, CHARTS | 1940 | 72 | 766 |
| | STUDENTS TESTED: 2706 TOTAL READING: | 1288 | 48 | 1418 |
| WRITING | 1.SPELLING | 1101 | 61 | 704 |
| | 2.PUNCTUATION | 935 | 52 | 870 |
| | 3.CAPITALIZATION | 1485 | 82 | 320 |
| | 4.CORRECT ENGLISH USAGE | 608 | 34 | 1197 |
| | 5.SENTENCE STRUCTURE | 1370 | 76 | 435 |
| | 6.COMMONLY USED FORMS | 1106 | 61 | 699 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0<br>0 1 27 62 10 | | | |
| | HANDWRITING<br>% ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE<br>94 1 0 5 | | | |
| | STUDENTS TESTED: 1805 TOTAL WRITING: | 470 | 26 | 1335 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 3150 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 4 | 0 |
| Asian or Pacific Islander | 451 | 14 |
| Black | 31 | 1 |
| Hispanic | 2599 | 83 |
| White | 65 | 2 |
| FREE/REDUCED PRICE MEAL PROGRAM | 1961 | 62 |
| CHAPTER I REGULAR PROGRAM | 396 | 13 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 154 | 5 |
| Mathematics Program | 93 | 3 |
| Oral Language Development Program | 33 | 1 |
| Eligible but not participating | 259 | 8 |
| Neither eligible nor participating | 2659 | 84 |
| LIMITED ENGLISH PROFICIENCY | 3150 | 100 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 144 | 5 |
| English as a Second Language Program | 1764 | 56 |
| SPECIAL EDUCATION | | |
| Learning Disability | 103 | 3 |
| Emotionally Disturbed | 13 | 0 |
| Speech Handicapped | 7 | 0 |
| Visually Handicapped using braille test | 1 | 0 |
| Visually Handicapped using large print test | 1 | 0 |
| Visually Handicapped using regular test | 1 | 0 |
| Other handicapping condition | 8 | 0 |
| Non special education students | 3027 | 96 |
| STATE GIFTED/TALENTED PROGRAM | 3 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### NONLIMITED ENGLISH PROFICIENT STUDENTS



REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 11 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 27[illegible]4 | 93 | 1717 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | [illegible]761 | 81 | 4640 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 1435[illegible] | 59 | 10047 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 10808 | 44 | 13593 |
| | 5.USE DECIMALS: +, -, X, ÷ | 18285 | 75 | 6116 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 9669 | 40 | 14732 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 20164 | 83 | 4237 |
| | 8.USE MEASUREMENT UNITS | 15394 | 63 | 9007 |
| | 9.USE RATIO/PROPORTION/PERCENT | 12799 | 52 | 11602 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 22587 | 93 | 1814 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 21430 | 88 | 2971 |
| | STUDENTS TESTED: 24401 TOTAL MATHEMATICS: | 15949 | 65 | 8452 |
| READING | 1.IDENTIFY MAIN IDEA | 16492 | 67 | 8015 |
| | 2.SEQUENCE EVENTS | 20385 | 83 | 4122 |
| | 3.PERCEIVE CAUSE-EFFECT | 17661 | 72 | 6846 |
| | 4.EVALUATE INFORMATION | 17080 | 70 | 7427 |
| | 5.DISTINGUISH FACT, NON-FACT | 16917 | 69 | 7590 |
| | 6.DRAW CONCLUSIONS | 17662 | 72 | 6845 |
| | 7.MAKE GENERALIZATIONS | 18580 | 76 | 5927 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 21905 | 89 | 2602 |
| | 9.USE PARTS OF BOOK | 16341 | 67 | 8166 |
| | 10.USE REFERENCE SKILLS | 20357 | 83 | 4150 |
| | 11.USE MAPS, CHARTS | 20597 | 84 | 3910 |
| | STUDENTS TESTED: 24507 TOTAL READING: | 18601 | 76 | 5906 |
| WRITING | 1.SPELLING | 16013 | 85 | 2736 |
| | 2.PUNCTUATION | 14051 | 75 | 4698 |
| | 3.CAPITALIZATION | 16957 | 90 | 1792 |
| | 4.CORRECT ENGLISH USAGE | 11570 | 62 | 7179 |
| | 5.SENTENCE STRUCTURE | 16587 | 88 | 2162 |
| | 6.COMMONLY USED FORMS | 15629 | 83 | 3120 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 8 % R.S.OF 2: 51 % R.S.OF 1: 35 % R.S.OF 0: 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 96 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 3 | | | |
| | STUDENTS TESTED: 18749 TOTAL WRITING: | 11042 | 59 | 7707 |

| GROUP CHARACTERISTICS | NUMBER | PERCENT |
|---|---|---|
| TOTAL ENROLLMENT | | |
| Number Not Tested | | |
| The following data are based on NUMBER OF STUDENTS TESTED. | 33446 | 100 |
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 88 | 0 |
| Asian or Pacific Islander | 694 | 2 |
| Black | 10164 | 30 |
| Hispanic | 8293 | 25 |
| White | 14207 | 42 |
| FREE/REDUCED PRICE MEAL PROGRAM | 7310 | 22 |
| CHAPTER I REGULAR PROGRAM | 494 | 1 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 216 | 1 |
| Mathematics Program | 100 | 0 |
| Oral Language Development Program | 38 | 0 |
| Eligible but not participating | 452 | 1 |
| Neither eligible nor participating | 32728 | 98 |
| LIMITED ENGLISH PROFICIENCY | 0 | 0 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 26 | 0 |
| English as a Second Language Program | 150 | 0 |
| SPECIAL EDUCATION | | |
| Learning Disability | 1322 | 4 |
| Emotionally Disturbed | 109 | 0 |
| Speech Handicapped | 71 | 0 |
| Visually Handicapped using braille test | 9 | 0 |
| Visually Handicapped using large print test | 11 | 0 |
| Visually Handicapped using regular test | 11 | 0 |
| Other handicapping condition | 119 | 0 |
| Non special education students | 31863 | 95 |
| STATE GIFTED/TALENTED PROGRAM | 41 | 0 |



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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### LIMITED ENGLISH PROFICIENT STUDENTS

07815-001

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 12 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 1158 | 93 | 91 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 982 | 79 | 267 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 547 | 44 | 702 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 326 | 26 | 923 |
| | 5.USE DECIMALS: +, -, X, ÷ | 904 | 72 | 345 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 351 | 28 | 898 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 1007 | 81 | 242 |
| | 8.USE MEASUREMENT UNITS | 660 | 53 | 589 |
| | 9.USE RATIO/PROPORTION/PERCENT | 598 | 48 | 651 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 1115 | 89 | 134 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 976 | 78 | 273 |
| | STUDENTS TESTED: 1249 TOTAL MATHEMATICS: | 666 | 53 | 583 |
| READING | 1.IDENTIFY MAIN IDEA | 795 | 47 | 889 |
| | 2.SEQUENCE EVENTS | 1162 | 69 | 522 |
| | 3.PERCEIVE CAUSE-EFFECT | 981 | 59 | 697 |
| | 4.EVALUATE INFORMATION | 775 | 46 | 909 |
| | 5.DISTINGUISH FACT, NON-FACT | 865 | 51 | 819 |
| | 6.DRAW CONCLUSIONS | 878 | 52 | 806 |
| | 7.MAKE GENERALIZATIONS | 1013 | 60 | 671 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 1458 | 87 | 226 |
| | 9.USE PARTS OF BOOK | 884 | 52 | 800 |
| | 10.USE REFERENCE SKILLS | 1292 | 77 | 392 |
| | 11.USE MAPS, CHARTS | 1340 | 80 | 344 |
| | STUDENTS TESTED: 1664 TOTAL READING: | 954 | 57 | 730 |
| WRITING | 1.SPELLING | 725 | 70 | 314 |
| | 2.PUNCTUATION | 586 | 56 | 453 |
| | 3.CAPITALIZATION | 860 | 83 | 179 |
| | 4.CORRECT ENGLISH USAGE | 386 | 37 | 653 |
| | 5.SENTENCE STRUCTURE | 813 | 78 | 226 |
| | 6.COMMONLY USED FORMS | 700 | 67 | 339 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4 0 % R.S.OF 3 2 % R.S.OF 2 36 % R.S.OF 1 52 % R.S.OF 0 10 | | | |
| | HANDWRITING<br>% ACCEPTABLE 91 % HARD TO READ 1 % ILLEGIBLE 0 % NOT RATABLE 8 | | | |
| | STUDENTS TESTED: 1039 TOTAL WRITING: | 363 | 35 | 676 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 2006 | PERCENT 100 |
|---|---|---|
| ETHNIC COMPOSITION | | |
| American Indian or Alaskan Native | 2 | 0 |
| Asian or Pacific Islander | 265 | 13 |
| Black | 24 | 1 |
| Hispanic | 1660 | 83 |
| White | 55 | 3 |
| FREE/REDUCED PRICE MEAL PROGRAM | 1056 | 53 |
| CHAPTER I REGULAR PROGRAM | 260 | 13 |
| CHAPTER I MIGRANT PROGRAMS | | |
| Language Arts Program | 65 | 3 |
| Mathematics Program | 43 | 2 |
| Oral Language Development Program | 24 | 1 |
| Eligible but not participating | 166 | 8 |
| Neither eligible nor participating | 1731 | 86 |
| LIMITED ENGLISH PROFICIENCY | 2006 | 100 |
| BILINGUAL / ESL PROGRAMS | | |
| Bilingual Program | 75 | 4 |
| English as a Second Language Program | 909 | 45 |
| SPECIAL EDUCATION | | |
| Learning Disability | 47 | 2 |
| Emotionally Disturbed | 7 | 0 |
| Speech Handicapped | 3 | 0 |
| Visually Handicapped using braille test | 0 | 0 |
| Visually Handicapped using large print test | 0 | 0 |
| Visually Handicapped using regular test | 0 | 0 |
| Other handicapping condition | 5 | 0 |
| Non special education students | 1948 | 97 |
| STATE GIFTED/TALENTED PROGRAM | 4 | 0 |

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# TEXAS ASSESSMENT OF BASIC SKILLS
## SUMMARY REPORT
### NONLIMITED ENGLISH PROFICIENT STUDENTS

REPORT DATE: MAY 1984
DATE OF TESTING: FEBRUARY 1984
GRADE: 12 EXIT-LEVEL

STATEWIDE

| BASIC SKILLS AREAS | OBJECTIVES | MASTERING NUMBER | MASTERING PERCENT | NOT MASTERING NUMBER |
|---|---|---|---|---|
| MATHEMATICS | 1.ADD/SUBTRACT WHOLE NUMBERS | 17104 | 93 | 1325 |
| | 2.MULTIPLY/DIVIDE WHOLE NUMBERS | 14607 | 79 | 3822 |
| | 3.SOLVE PROBLEMS: +, -, X, ÷ | 11066 | 60 | 7363 |
| | 4.USE FRACTIONS/MIXED NOS: +, -, X | 7582 | 41 | 10847 |
| | 5.USE DECIMALS: +, -, X, ÷ | 13527 | 73 | 4902 |
| | 6.SOLVE PERSONAL FINANCE PROBLEMS | 8312 | 45 | 10117 |
| | 7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE | 15415 | 84 | 3014 |
| | 8.USE MEASUREMENT UNITS | 11920 | 65 | 6509 |
| | 9.USE RATIO/PROPORTION/PERCENT | 10263 | 56 | 8166 |
| | 10.DETERMINE DISTANCE/LOCATION ON MAPS | 17042 | 92 | 1387 |
| | 11.READ, INTERPRET CHARTS/GRAPHS | 16263 | 88 | 2166 |
| | STUDENTS TESTED: 18429 TOTAL MATHEMATICS: | 12195 | 66 | 6234 |
| READING | 1.IDENTIFY MAIN IDEA | 12701 | 69 | 5586 |
| | 2.SEQUENCE EVENTS | 15313 | 84 | 2974 |
| | 3.PERCEIVE CAUSE-EFFECT | 13574 | 74 | 4713 |
| | 4.EVALUATE INFORMATION | 13077 | 72 | 5210 |
| | 5.DISTINGUISH FACT, NON-FACT | 12926 | 71 | 5361 |
| | 6.DRAW CONCLUSIONS | 13594 | 74 | 4703 |
| | 7.MAKE GENERALIZATIONS | 14375 | 79 | 3912 |
| | 8.FOLLOW WRITTEN DIRECTIONS | 16441 | 90 | 1846 |
| | 9.USE PARTS OF BOOK | 12468 | 68 | 5819 |
| | 10.USE REFERENCE SKILLS | 15547 | 85 | 2740 |
| | 11.USE MAPS, CHARTS | 15630 | 85 | 2657 |
| | STUDENTS TESTED: 18287 TOTAL READING: | 14253 | 78 | 4034 |
| WRITING | 1.SPELLING | 11285 | 86 | 1903 |
| | 2.PUNCTUATION | 9981 | 76 | 3207 |
| | 3.CAPITALIZATION | 11883 | 90 | 1305 |
| | 4.CORRECT ENGLISH USAGE | 8272 | 63 | 4916 |
| | 5.SENTENCE STRUCTURE | 11782 | 89 | 1406 |
| | 6.COMMONLY USED FORMS | 11096 | 84 | 2092 |
| | WRITTEN COMPOSITION<br>ORGANIZATION OF IDEAS<br>APPROP. RESPONSE--PURPOSE/AUDIENCE<br>% R.S.OF 4: 1 % R.S.OF 3: 10 % R.S.OF 2: 50 % R.S.OF 1: 34 % R.S.OF 0: 5 | | | |
| | HANDWRITING<br>% ACCEPTABLE: 95 % HARD TO READ: 1 % ILLEGIBLE: 0 % NOT RATABLE: 4 | | | |
| | STUDENTS TESTED: 13188 TOTAL WRITING: | 7896 | 60 | 5292 |

## GROUP CHARACTERISTICS

TOTAL ENROLLMENT

Number Not Tested

| The following data are based on NUMBER OF STUDENTS TESTED. | NUMBER 24446 | PERCENT 100 |
|---|---|---|
| **ETHNIC COMPOSITION** | | |
| American Indian or Alaskan Native | 57 | 0 |
| Asian or Pacific Islander | 623 | 3 |
| Black | 7663 | 31 |
| Hispanic | 6032 | 25 |
| White | 10071 | 41 |
| **FREE/REDUCED PRICE MEAL PROGRAM** | 4692 | 19 |
| **CHAPTER I REGULAR PROGRAM** | 347 | 1 |
| **CHAPTER I MIGRANT PROGRAMS** | | |
| Language Arts Program | 138 | 1 |
| Mathematics Program | 62 | 0 |
| Oral Language Development Program | 23 | 0 |
| Eligible but not participating | 417 | 2 |
| Neither eligible nor participating | 23845 | 98 |
| **LIMITED ENGLISH PROFICIENCY** | 0 | 0 |
| **BILINGUAL / ESL PROGRAMS** | | |
| Bilingual Program | 11 | 0 |
| English as a Second Language Program | 88 | 0 |
| **SPECIAL EDUCATION** | | |
| Learning Disability | 780 | 3 |
| Emotionally Disturbed | 50 | 0 |
| Speech Handicapped | 34 | 0 |
| Visually Handicapped using braille test | 2 | 0 |
| Visually Handicapped using large print test | 12 | 0 |
| Visually Handicapped using regular test | 6 | 0 |
| Other handicapping condition | 78 | 0 |
| Non special education students | 23506 | 96 |
| **STATE GIFTED/TALENTED PROGRAM** | 13 | 0 |

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## COMPLIANCE STATEMENT

**TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION**

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

**TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.**

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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